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ABSTRACT

The focus of this bibliography is on the use of variations of Standard English--often called "Nonstandard Dialects"--both in and out of the classroom. Black English, often thought to be synonymous with "nonstandard dialect" because of recent attention called to it, is the best known of the nonstandard dialects, although there are various regional dialects, such as those found in Appalachia, the South, and New England. Most of the documents listed here, however, deal with black English. The bibliography does not deal with bilingualism, although several studies of bilingualism are cited here because of their relationship to dialect problems. This bibliography is divided into three sections. Section 1, "Nonstandard Dialects in the Classroom," includes the literature dealing mostly with black English, but cites documents on other dialects as well. Section 2, "Sociolinguistics and Phonology," includes the literature treating nonstandard dialects in a more theoretical way. Section 3, "General Dialect Studies," deals with nonstandard dialects other than black English. The 415 citations were selected through a manual search of all the material on nonstandard dialects appearning in "Research in Education" and "Current Index to Journals in Education" during the period from January 1970 through December 1973. (Author/JM)

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NONSTANDARD DIALECTS:

AN ANNOTATED BIBLIOGRAPHY OF ERIC REFERENCES

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INTRODUCTION

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You are how you sound. From Dr. Doolittle's exhaustive efforts to teach Eliza to pronounce correctly "The rain in Spain stays mainly on the plain," and Huck Finn's almost incomprehensible utterances, to contemporary black literature and theatre with its use of colloquial black speech, writers have found it impossible to adequately portray their characters without having them speak as they normally do in every day life--which does not always correspond to written English. For them speech, social status, education, and the listeners are intimately related.

Written language--English, in America--which is supposed to be representative of how people speak, has always been a basic subject taught in school: "English is our national language, the common bond in a nation of immigrants, a key agent in the historical process of assimilation and Americanization. Literature is the arena where value systems take shape, are perpetuated, are redefined. In teaching American English, and in teaching imaginative literature, we help define our national culture."[1] However, the English taught has been the English used in everyday life by one segment of the population, the dominant culture, if you will. But today, because of the influence of sociological theories and studies, we as a nation have become introspective; we have begun to reevaluate the myth of the melting pot. Indeed, American culture is now recognized as being pluralistic in nature, where true subcultures exist side by side. The language taught or used in the classroom should then also reflect the pluralistic nature of our society, where speech patterns vary from subculture to subculture, and from region to region. In this spirit, this bibliography was developed.

The focus on this bibliography is on the use of variations of Standard English (SE)--often called Nonstandard Dialects--both in and out of the classroom. Black English (BE), often thought to be synonymous with "nonstandard dialect" because of recent attention called to it, is the best known of the nonstandard dialects, although there are various regional dialects (such as those found in Appalachia, the South, and New England). Most of the documents listed here, however, deal with black English. The bibliography does not deal with bilingualism, which is a separate problem, although several studies of bilingualism are cited here because of their relationship to dialect problems.

This bibliography is divided into three sections: (1) Nonstandard Dialects in the Classroom; (2) Sociolinguistics and Phonology; and (3) General Dialect Studies.

Section I. Nonstandard Dialects in the Classroom includes the literature dealing mostly with black English, but cites documents on other dialects as well. This section is obviously directed toward the practitioner, whether teacher, principal, or school administrator, who wants to locate practical information regarding the use of nonstandard dialects in relation to areas of concern such as the teacher's role in the classroom, English instruction, reading and writing instruction, language instruction, or inservice teacher education, for all grade levels from preschool through higher education and adult education. Since all grade levels

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[1] Hans P. Guth, "English as a Many-Splendored Thing," English Journal, 61 (4): 513-523, April 1972 (EJ 055 592).

and subjects are dealt with in this section, we have devised a subject index for this section only (see page 90) to help the practitioner locate pertinent information quickly.

Section II. Sociolinguistics and Phonology includes the literature treating nonstandard dialects in a more theoretical way. It contains information on such issues as (1) sociological explanations of linguistic and/or cultural differences of students, (2) the application of transformational grammar to nonstandard dialects, which examines such issues as the presence or absence of the copula, double negation, pluralization of nouns, etc., (3) phonological analysis and explanation of variations in speech patterns, (4) analysis of geographical spread of linguistic features in the United States. Articles by several well-known theorists in the fields of psycholinguistics and sociolinguistics such as Bailey, Bereiter and Engelmann, Baratz, Basil Bernstein, Dilliard, Ervin-Tripp, Fishman, Gumperz, Shuey, Williams, Wolfram, and Labov, are included in this section, as well as in the other two sections.

Section III. General Dialect Studiesdeals with nonstandard dialects other than black English.

Within the three large sections, citations are arranged alphabetically according to author's last name (where given), or title or institution. The 415 citations were selected through a manual search of all the material on nonstandard dialects appearing in Research in Education (RIE) and Current Index to Journals in Education (CIJE) during the period from January 1970 through December 1973. All documents listed in RIE are available either on microfiche (indicated by an "ED" number) or in book form. ERIC microfiche may be read in most school and specialized libraries containing the ERIC microfiche collection. Journal articles are not available through the ERIC system, but may be read in local public libraries, or college or university libraries. Only a few dissertations which appeared in RIE have been cited here; for additional references to dissertations, the reader should search Disseration Abstracts International, published by University Microfilm, Inc., Ann Arbor, Michigan.

Several citations in this bibliography are preceded by one or two asterisks. These indicate that the articles are contained in the following special issues of the Florida FL Reporter:

* "Linguistic-Cultural Differences and American Education," Florida FL Reporter, 7 (1): Spring/Summer 1969.

** "Black Dialect: Historical and Descriptive Issues," Florida FL Reporter, 10 (1-2): Spring/Fall 1972. Edited by William A. Stewart.

Those interested in continuing to follow the literature on Nonstandard Dialects in the Classroom should scan issues of RIE and CIJE using the appropriate ERIC thesaurus descriptors. To use a descriptor: (1) Look up the descriptor in the Subject Index of monthly, semi-annual, or annual issue of RIE. (2) Beneath the descriptors you will find title(s) of documents. Decide which title(s) you wish to pursue. (3) Note the "ED" number below the title. (4) Look up the "ED" number in the appropriate issue of RIE. With the number you will find a summary of the document, availability of the document, and pricing. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same proced-

ure. Periodical articles indexed in CIJE cannot be secured through ERIC. Descriptors to use in continuing to search in RIE and CIJE for materials on nonstandard dialects are:

Dialect Studies
Dialects
Negro Dialects
Nonstandard Dialects
Regional Dialects
Social Dialects
Sociolinguistics
Standard Dialects
Standard Spoken English
Standard Spoken Usage
TENL .

For additional information, the reader is referred to the following journals and sources of information.

Journals Not Indexed in CIJE

1. Language and Language Behavior Abstracts
2. Deafness, Speech and Hearing Publications, Inc. (DSH Abstracts)
3. Studies in Language and Language Behavior
4. American Anthropologist
5. Sociolinguistics
6. Language
7. Word
8. Anthropological Linguistics
9. Lingua
10. Anthropology and Human Behavior
11. Mechanisms of Language Development
12. English Linguistics
13. Studies in Language and Language Behavior
14. American Sociological Review
15. Publication of the American Sociological Review
16. Oral Language and Reading
17. Reading Specialist

Other Sources of Information

1. The Linguistic Atlas archives of various cities.

2. ERIC Clearinghouse on Language and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

3. Modern Language Association, 62 Fifth Avenue, New York, New York 10011.

I. NONSTANDARD DIALECTS IN THE CLASSROOM

1. Abrahams, Roger D. Afro-American Language and Culture in the Classroom. (Unpublished manuscript) [1970] 23p. ED 049 203.

States that the school system must recognize and understand the differences between minority and majority school children, find the appropriate means for utilizing the linguistic abilities of black children, and recognize the nature of black culture as a whole. Numerous illustrative examples of these varying linguistic and social phenomena, and a bibliography, are included.

*2. Abrahams, Roger D. Black Talk and Black Education. Florida FL Reporter, 7 (1): 10-12, Spring/Summer 1969.

Negro Dialects, Cultural Differences, Negro Stereotypes, Negro Education, English Instruction, Communication Problems, Cultural Background, Teacher Role, Verbal Ability, Teacher Attitudes

Demonstrates the need for cultural relativity in avoiding stereotyped reactions to the language of the lower-class black child.

3. Agee, Hugh. The Analysis of Student Talk: Classroom Possibilities for Dialect Study. English Journal, 61 (6): 878-881, 899, September 1972.

Student Subcultures, Check Lists, Social Dialects, Dialect Studies, Idioms, Student Projects, Language Patterns

Explains the significance of a survey of student language, and gives a sample "Checklist of School Language".

4. Allen, Harold B. Language Variation and TESOL. TESOL Quarterly, 7 (1): 13-23, March 1973.

Language Instruction, English (Second Language), American English, Regional Dialects, Course Content, Teacher Education, Textbooks, Dialect Studies, Synchronic Linguistics

Paper prepared under contract with the Defense Language Institute, English Language Branch, Lackland Air Force Base, Texas, and presented to the staff and faculty of the Institute in 1972.

5. Allen, Virginia F. Preparing Teachers to Teach Across Dialects. TESOL Quarterly, 3 (3): 251-256, September 1969. (Paper presented at the TESOL Convention, March 1969).

TENL, Teacher Education, Nonstandard Dialects, English Instruction, Interdisciplinary Approach, Disadvantaged Youth, Contrastive Linguistics

Stresses the importance of the fields of Linguistics, Cultural Anthropology, Education, Communication, Rhetoric and Literature in the preparation of teachers of standard English as a Second Dialect (SESD).

6. Allen, Virginia F. Reading the Language of Public Life. March 1970. 7p. (Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970) ED 038 629.

Negro Students, Reading Difficulty, Reading Instruction, Standard Spoken Usage, Teaching Techniques, Tenl, Writing Exercises, Written Language

Discussed here are the reading problems of American Negro dialect speakers at intermediate grade level and how these problems may be allevated.

7. Allen, Virginia F. Teaching Standard English as a Second Dialect. Florida FL Reporter, 7 (1): 123-129, 164, Spring/Summer 1969.

Teaching Methods, Teaching Techniques, Pattern Drills (Language), Language Role, TENL, Teacher Attitudes, Language Skills, Sociolinguistics, Standard Spoken Usage, Teacher Role, Student Role

8. Arapoff, Nancy. Writing Through Understanding. (2 vols.--Student's Text 230p., Instructor's Manual 99p.) 1970. 329p. (Document available from Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017).

Text discusses how the teacher may aid the student in seeing the relationship between spoken and written language. Each section of the text is followed by a review; a subject index and complete listing of the reading exercise materials conclude the text. Instructor's Manual provides detailed teaching suggestions.

9. Bailey, Beryl Loftman. Language and Learning Styles of Minority Group Children in the United States. New York, New York, Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences, 1968. 10p. (Paper presented at the American Educational Research Association Annual Meeting, 1968) ED 034 806.

Focuses on the linguistic behavior of Negro children concentrated in communities where a non-standard form of English is the accepted currency.

10. Bander, Robert G. American English Rhetoric: Writing from Spoken Models for Bilingual Students. 1971. 367p. (Document available from Holt, Rinehart and Winston, Inc. 383 Madison Avenue, New York, N. Y. 10017; $4.95).

Has been written to help improve the composition skills of students of English as a second language or second dialect.

11. Baratz, Joan C. "Ain't" Ain't No Error. Florida FL Reporter, 9 (1-2): 39-40, Spring-Fall 1971. (Paper read at the American Educational Research Association Convention in Minneapolis, Minnesota, in 1970).

Nonstandard Dialects, Negro Dialects, Language Patterns, Standard Spoken Usage, Urban Language, Language Instruction, English, Cultural Differences

12. Baratz, Joan C. Beginning Readers for Speakers of Divergent Dialects. May 1969. 9p. (Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969) ED 034 664.

Linguistic interference as a key factor in the acquisition of reading skills by inner-city black children is explored and discussed.

13. Baratz, Joan C. Application of Dialect Research in the Context of the Classroom--It Ain't Easy. Acta Symbolica, 2 (1): 3-7, Spring 1971.

Educational Innovation, Negro Dialects, Textbooks, Minority Groups, Children, Public Schools, Dialect Studies, Cultural Differences, Standard Spoken Usage, Language Research

*14. Baratz, Joan C. Who Should Do What to Whom...and Why? Florida FL Reporter, 7 (1): 75-77, 158-159, Spring/Summer 1969.

Negro Dialects, TENL, Teaching Materials, Learning Specialists, Standard Spoken Usage, Cultural Background, Teacher Training, Elementary Education, Teacher Qualifications, [Bidialectism]

The proper person for the necessary job of teaching black children standard English is a specialist with a knowledge not only of language teaching but of the language and culture of the children being taught.

15. Bartley, Diana E.; Eplitzer, Robert L. Practice-Centered Teacher Training: Standard English for Speakers of Nonstandard Dialects. Language and the Teacher: A Series in Applied Linguistics, Volume 27. 1972. 159p. (Document available from Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106; $3.35).

A syllabus for the training of teachers of standard English to speakers of nonstandard dialects. The assumptions underlying this publication are that important elements of foreign-language teaching methodology are applicable to teaching standard English as a second dialect.

16. Bartley, Diana E.; James, Carl. Teacher Training in Adult Basic Education--TESOL: A Step to Eradicate Illiteracy in Standard English. Modern Language Journal, 56 (6): 374-377, October 1972.

Adult Basic Education, Adult Literacy, Adult Programs, English (Second Language), Linguistic Competence, Nonstandard Dialects, Standard Spoken Usage, Teacher Education

17. Baumkel, Marilyn. Some Pertinent Comments on "Teaching Black Children to Read." Elementary English, 48 (1): 90-94, January 1971.

Negro Youth, Reading Instruction, Nonstandard Dialects, Content Evaluation, Student Needs, Cultural Factors, Teacher Attitudes, Teaching Quality, [Teaching Black Children to Read]

Critically analyzes "Teaching Black Children to Read" (Washington, D. C.: Center for Applied Linguistics, 1969), edited by Joan C. Baratz and Roger W. Shuy.

18. Bennett, J. V. and Others. Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. Brisbane (Australia), Queensland Department of Education, December 1972. 114p. ED 074 857.

Presents the details and results of an experimental compensatory language program designed to improve the standard English language facility of young aboriginal children on the assumption that this would contribute to improvement in reading and other aspects of academic performance.

19. Biddle, Bruce J.; Loflin, Marvin D. Verbal Behavior in Black-Ghetto and White-Suburban Classrooms: An Overview. Columbia: University of Missouri, Center for Research in Social Behavior, February 1971. 18p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971) ED 047 308.

Serves as an introduction to a group of papers produced by the Classroom Interaction Project of the Center for Research in Social Behavior at the University of Missouri in Columbia. The project has been chiefly concerned with ascertaining if black-ghetto and white-suburban classrooms use language differently and, if so, in what ways.

20. Boger, Robert P. and Others. Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report. Detroit, Michigan, Merrill-Palmer Institute; East Lansing, Michigan State University, Head Start Evaluation and Research Center, November 1969. 191p. ED 044 168.

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother child interaction, as a result of a differentiated parent education language program.

21. Brandes, Paul D. The Effect of Role Playing by the Culturally Disadvantaged on Attitudes Toward Bidialectalism. Final Report. Chapel Hill, University of North Carolina, November 1971. 82p. ED 060 001.

In an effort to motivate culturally different students to learn standard English while they remain proud of their dialect and retain it as their informal manner of speaking, 120 blacks at three grade levels role-played from scripts the parts of employers, college admissions officers, and applicants.

22. Braun, Carl, ed. Language, Reading, and the Communication Process. Newark, Delaware, International Reading Association, 1971. 178p. ED 070 058.

Among the papers presented at the 15th Annual Convention of the International Reading Association were the 16 included in this volume. Some of the factors discussed were the development of language concepts, influences of sex on language development, and means of relating instruction to children's language abilities.

23. Brengelman, Frederick H. Dialect and the Teaching of Spelling. Research in the Teaching of English, 4 (2): 129-138, Fall 1970.

Spelling Instruction, Structural Analysis, English Instruction, Dialects, Teacher Responsibility, Pronunciation, Phonology, Syllables, Textbook Evaluation

Maintains that "while the dialects of English are...more similar in their abstract

phonological systems than in their actual habits or pronunciation, there are systematic differences among them which must be recognized if the best possible spelling materials are to be developed.

24. Bronstein, Arthur J. and Others. The Swinging Sociolinguistic Pendulum. Illinois Schools Journal, 52 (1): 2-6, Spring 1972.

Sociolinguistics, Nonstandard Dialects, Language Instruction, Standard Spoken Usage, Ghettos, Psycholinguistics, Minority Groups, Negro Dialects, Cultural Differences, Teaching Methods

Urges a positive attitude toward ghetto speech.

25. Bruder, Mary Newton; Hayden, Luddy. Teaching Composition: A Report on a Bidialectal Approach. February 1972. 26p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972) ED 062 885.

Considers the problem of teaching formal composition skills to those whose repertories lack formal standard speaking style. The approach advocated here is bidialectal. Details on classroom techniques, textbooks, and procedures are provided and a bibliography is included.

26. Burgess, Patricia; Doyle, Carole. Teaching Reading to the Culturally Disadvantaged. Illinois Education, 59 (1): 18-20, October 1971.

Beginning Reading, Reading Instruction, Disadvantaged Youth, Nonstandard Dialects, Negro Dialects, Language Patterns, Negro Students

27. Burling, Robbins. Talking to Teachers About Social Dialects. Language Learning, 21 (2): 221-234, December 1971.

Social Dialects, Teacher Attitudes, Teacher Education, Sociolinguistics, Nonstandard Dialects, Negro Dialects, American English, Phonology, Reading Development, Applied Linguistics

28. Burroughs, Evelyn. The Berlin Wall of Language: The Problem and Solution. Missouri, Missouri Association of Teachers of English, January 1969. 5p. (Appeared in Missouri English Bulletin, 26 (1): 1-5, January 1969) ED 045 624.

Disadvantaged Youth, English Instruction, Language Instruction, Language Laboratories, Language Usage, Mass Media, Nonstandard Dialects, Oral Communication,

Standard Spoken Usage, Teaching Methods, Tenl, Verbal Communication

Discussed here are the ways in which the teacher can help the disadvantaged student use both standard English and his own dialect in the classroom as well as at home.

29. Caselli, Ron. Keys to Standard English. Elementary School Journal, 71 (2): 86-89, November 1970.

Minority Group Children, Nonstandard Dialects, Standard Spoken Usage, Teacher Attitudes, Culturally Disadvantaged, English (Second Language), Teaching Techniques, Language Patterns

Teachers should build on students' existing speech patterns, helping students to gain aural understanding of standard English, and providing oral and written practice.

30. Cazden, Courtney B. and Others, eds. Functions of Language in the Classroom. 1972. 394p. (Document available from Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, N. Y. 10027; Cloth-$9.50; Paper-$5.95).

One of a series on Anthropology and Education by the Teachers College Press, this is a group of papers with a common focus upon language behavior in the classroom. The emphasis is not on the structure of language, but on how language is used to communicate between teachers and students.

31. Chandler, William J. et al., comps. An Approach to Teaching English Dialects. Raleigh, North Carolina State Board of Education, 1969. 82p. ED 048 145.

The purpose of the guide is to provide materials and suggest methods by which teachers can help children to investigate and solve linguistic problems. Learning activities are arranged sequentially and can be used for an individual child or in large or small group activities.

32. Cohen, S. Allen; Cooper, Thelma. Seven Fallacies: Reading Retardation and the Urban Disadvantaged Beginning Reader. Reading Teacher, 26 (1): 38-45, October 1972.

Reading Research, Disadvantaged Youth, Language Research, Negro Dialects, Retarded Readers, Language Patterns, Oral English, Reading Achievement, Black English/Standard English

33. Cohen, Savin. Jargon, Prufrock, and the "Cop-Out." February 1965. 5p. (Appeared in College Composition and Communication, 16 (1): 27-29, February 1965) ED 032 344.

English Instruction, College Students, Sociolinguistics, Student Attitudes, Speech Habits, Language Patterns, Social Dialects, Cultural Traits, Cultural Images, Literature Appreciation, Student Behavior, Cultural Awareness, Social Relations, Language Role, Standard Spoken Usage

A teacher's developing awareness of his college students' dependence on jargon as the expression of their culture is portrayed with the aid of quotations from Eliot's "The Love Song of J. Alfred Prufrock." Parallels are drawn between Prufrock's attitudes and student language in the classroom.

34. Conte, Joseph M.; Grimes, George H. Media and the Culturally Different Learner. Washington, D. C., National Education Association, 1969. 47p. ED 034 411 (MF-$0.65; HC-Available from National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036; Stock No. 381-11930; $1.00).

Culturally and educationally disadvantaged youth must be taught how to deal with aural stimulation in addition to the physical and visual which they are already familiar with. A bibliography of resources is appended.

35. Cramer, Ronald L. Dialectology--A Behavior to be Considered in Teaching Children to Read. May 1970. 15p. (Paper presented at the conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970) ED 046 653.

Suggests that the teacher can help the student learn standard English through use of his dialect in the classroom. References are included.

36. Cramer, Ronald L. Dialectology--A Case for Language Experience. Reading Teacher, 25 (1): 33-39, October 1971.

Reading Instruction, Nonstandard Dialects, Language Experience Approach, Beginning Reading, Reading Materials, Reading Failure, Language Patterns, English (Second Language), Unwritten Language, Individualized Reading

37. Cramer, Ronald L. When Children Speak a Dialect. Instructor, 81 (7): 60-61, March 1972

Language Experience Approach, Reading Instruction, Teaching Methods, Beginning

Reading, Dialects, Reading Ability

The teacher must recognize the legitimacy of the dialect speaker's language by insuring that beginning reading materials accurately reflect the language and experience of the child. Each child should dictate and than read his own language.

38. Crews, Ruthellen. An Experiment in Dialect Study. English Education, 4 (1): 27-32, Fall 1972.

English Instruction, Language Research, Reading Research, Regional Dialects, Disadvantaged Youth, Social Dialects, Elementary Education, Teacher Education, Evaluation, Bibliographies

39. Crews, Ruthellen. Nonstandard Dialects and the Language Classroom. Educational Horizons, 50 (3): 112-115, Spring 1972.

Nonstandard Dialects, Language Instruction, Classroom Communication, Teaching Techniques, Teacher Education, Pattern Drills (Language), Classroom Games, Standard Spoken Usage

Offers suggestions for teaching standard English as an alternate dialect.

40. Cox, Adrienne Flore. Reading Is Whose Speech Written Down? February 1972. 6p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972) ED 062 877.

States that reading instruction for disadvantaged youth should concern characters and experiences they can identify with. The teacher should help the student learn standard English-as-a-second-dialect.

41. Cromack, Robert E. The Functional Nature of Social Dialects: Social Change and the Teaching of Black English. April 1971. 9p. (This article appeared in English Record, 21 (4): 74-82, April 1971.) ED 056 009.

The purpose of this essay is to suggest one area of study, the functional nature of social dialects, and certain principles of anthropology as they are applied to social and cultural change, which may prove of some use to the teacher.

**42. Crystal, Daisy. Dialect Mixture and Sorting Out the Concept of Freshman English Remediation. Florida FL Reporter, 10 (1-2): 43-46, Spring/Fall 1972. (Revised version of a paper presented at the Wisconsin Symposium on Linguistic Perspectives on Black English, University of Wisconsin, Madison, Wisconsin, May 1970).

Nonstandard Dialects, American English, Remedial Instruction, Freshmen, Student Placement, Low Ability Students, Open Enrollment, Testing Programs, Statistical Data, Composition Skills (literary)

43. Crystal, Daisy. On Beryl L. Bailey on Negro Dialect Readers. Florida FL Reporter, 9 (1-2): 44, 56, Spring-Fall 1971.

Negroes, Negro Dialects, Nonstandard Dialects, Reading Materials, Negro Culture, Teaching Methods, Child Language, Elementary School Students, Linguistic Competence, Reading Instruction

44. Davis, A. L., ed. American Dialects for English Teachers. Interim Report. Urbana, Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), May 1969. 110p. ED 032 298 (MF-$0.65; HC-Available from A. L. Davis, Center for American English, Illinois Institute of Technology, Chicago, Illinois 60616; free or on loan).

American English, Diachronic Linguistics, Dialects, Dialect Studies, Disadvantaged Youth, English Instruction, Grammar, Inservice Teacher Education, Language, Language Usage, Nonstandard Dialects, Regional Dialects, Social Dialects, Teacher Education, Teaching Methods [Project English]

Designed to aid the college instructor preparing prospective English teachers in the area of dialect studies. Includes a general description of the nature of dialect, teaching suggestions, and an extensive annotated bibliography.

45. DeStefano, Johanna S. Productive Language Differences in Fifth Grade Black Students Syntactic Forms. Elementary English, 49 (4): 522-558, April 1972.

Syntax, Negro Students, Negro Dialects, Language Research, Language Usage, Lexicology, Speech, Writing, Disadvantaged Youth, Research, Language Patterns, Grade 5

46. DeStefano, Johanna S. Register-Social Variation in Language: Implications for Teaching Reading to Ghetto Black Children. 1971. 10p. (Paper presented at the Annual Convention of the International Reading Association, 16th, Atlantic City, April 19-23, 1971) ED 071 039.

Study investigated how much of the Language Instruction Register (variation in language in different social situations) black-vernacular speaking children had acquired by grades one, three, and five.

47. DeStefano, Johanna S. Some Parameters of Register in Adult and Child Speech. (Unpublished study) [1972] 22p. ED 077 022.

After having studied the responses of black vernacular speaking children in grades 1, 3, and 5, it was found that the older the child, the more LIR (language of instruction register) features he produced--by grade 5, 71% of all responses were made in the LIR. The findings supported the contention that the process of language acquisition is a continual one, especially when sociolinguistic factors are taken into account.

48. Donelson, Kenneth L. Teaching Standard English as an Alternate Dialect. Tempe, Arizona English Teachers Association, October 1969. 6p. (This article appeared in Arizona English Bulletin, 12 (n): 11-16, October 1969.) ED 035 656.

In order to teach reading effectively to students who use a nonstandard dialect, the teacher must accept and understand the systems and patterns of that dialect. Sympathetic instruction in standard English as the "universal" dialect will enable students to communicate easily in situations where the standard dialect may be necessary.

49. Donofrio, Rosalie Maggio. Situations and Language: A Sociolinguistic Investigation. Final Report. 1972. 97p. ED 068 236.

The purpose of this research was to begin to refute the deficit approach to the verbal abilities of poor children. It was concluded that when poor children are made comfortable via a symmetrical situation, they speak with greater volubility and grammatical maturity, but that middle class children function well in all social situations.

50. Duke, Charles R. A Learning Activity Package: Discovering Dialects. English Journal, 62 (3): 432-440, March 1973.

Learning Activities, Regional Dialects, English Instruction Activity Units, Instructional Design, Independent Study, Composition (Literary), [Learning Activity Packages].

51. Emans, Robert. The Effect of Verb Simplification on the Reading Comprehension of Culturally Different High School Students. February 1971. 11p. (Paper presented at the meeting of the American Educational Research Association, New York, N. Y., February 4-7, 1971) ED 049 893.

The need for preparing materials which are comprehensible to disadvantaged children led to this study in which verbs were simplified in an effort to determine

whether such simplification might increase the likelihood of passages being understood by disadvantaged black students. References and tables are included.

52. English as a Second Language for the Culturally Depressed Children at Rogers School, Leflore County, Mississippi. Research Monograph. Little Rock, Arkansas, South Central Regional Education Lab. Corp., [1969]. 20p. ED 033 368.

Purpose of this study was to investigate the initial one-year effects and the second-year follow-up effects of introducing programmed English as a Second Language into the elementary curriculum.

53. Entwisle, Doris R.; Greenberger, Ellen. Racial Differences in the Language of Grade School Children. Sociology of Education, 42 (3): 238-250, Summer 1969.

Language Patterns, Minority Groups, Dialects, Sociolinguistics, Oral Communication, Semantics

54. EPDA Institute in Standard English as a Second Dialect (June 23, 1969 - August 1, 1969). Director's Report. Tampa, Florida, University of South Florida, August 1969. 33p. ED 032 288.

The purpose of the Institute was to turn out a set of materials (prepared after an analysis of dialect tapes and a study of recent descriptions of several Negro dialects) that demonstrated to the participants ways in which they could apply contrastive linguistic analysis and newly-gained knowledge of black heritage to the development of their own class materials. (One third of the report is quotations from and analysis of participant responses to an evaluation questionnaire.)

55. Everttts, Eldonna L. Final Technical Report on the Special EPDA Institute and Fellowship Program in English for Speakers of Other Languages or Dialects for State Supervisors of English and Reading. University of Illinois, Urbana; National Council of Teachers of English, Champaign, Illinois, 1970. 406p. ED 041 895.

Contained in this report are the descriptions and evaluations of four EPDA Institutes (in Lansing, Phoenix, Mobile, and New York) and a Fellowship Program (at the University of Illinois) held during 1969-70, which focused on the language learning of disadvantaged children for whom English is a second language or dialect.

56. Fasold, Ralph W. What Can an English Teacher Do About Nonstandard Dialect? April 1971. 10p. (This article appeared in English Record, 21 (4): 82-91, April 1971.) ED 055 077.

Concept used in this paper is that a dialect is a part of a whole language, and that the use of dialects enables the disadvantaged student to learn to read and write more effectively.

57. Fasold, Ralph W.; Shuy, Roger W., eds. Teaching Standard English in the Inner City. Urban Language Series No. 6. Washington, D. C., Center for Applied Linguistics, Sociolinguistics Program, 1970. 158p. ED 037 720 (MF-$0.65; HC-Available from Publications Division, Center for Applied Linguistics, 1717 Massachusetts Avenue, N. W., Washington, D. C. 20036; $5.00).

Essays in the present volume are all written from the biloquialist point of view, which advocates that inner-city children be taught standard English to facilitate their functioning in the greater society without being encouraged to give up their home language.

58. Feigenbaum, Irwin. Developing Fluency in Standard Oral English. Elementary English, 47 (8): 1053-1059, December 1970.

Standard Spoken Usage, Nonstandard Dialects, Teaching Techniques, Native Speakers, English (Second Language), English Instruction, Language Patterns, Bilingual Education, Interference (Language Learning), [Educational Resources Information Center]

An examination of ERIC documents pertinent to this topic is presented here. Preprint from a forthcoming publication of the National Conference on Research in English.

59. Feigenbaum, Irwin. English Now. A Self-Correcting Workbook with "Write and See." (Developmental Edition of Workbook, Teacher's Manual and 14 tapes) Washington, D. C., Center for Applied Linguistics, Sociolinguistics Program, 1970. 316p. (Document available from New Century, Educational Division, Meredity Corporation, 440 Park Avenue South, New York, N. Y. 10016).

These materials, a self-instructional workbook, a teacher's manual and accompanying tapes, are designed for students grades 7 through 12 who are speakers of the dialect sometimes called "Black Nonstandard." The teacher's manual provided prefatory commentary to each lesson, including suggestions for class activities such as games, page reductions of the workbook, and a teacher's script.

*60. Feigenbaum, Irwin. Using Foreign Language Methodology to Teach Standard English: Evaluation and Adaptation. Florida FL Reporter, 7 (1): 116-122, 156-157, Spring/Summer 1969.

TENL, Audiolingual Methods, Teaching Techniques, Pattern Drills (Language), Negro Dialects, English (Second Language), Curriculum Evaluation

(cont.)

Examples of 18 different audiolingual drill techniques are presented. This is an overview of work done in the field of teaching Standard English to nonstandard speakers.

61. Fillmer, H. T.; Hurt, Mary Hayman. Language Patterns of Disadvantaged Pupils. Education, 92 (3): 184-188, November-December 1972.

Disadvantaged Youth, Elementary School Students, Language Patterns, Language Research, Nonstandard Dialects, Structural Grammar

Study attempted to find to what extent and in what manner the language patterns of a selected group of disadvantaged pupils differed from standard patterns.

62. Finocchiaro, Mary. Let's Talk; A Book of Conversations. 1970. 177p. (Document available from Simon and Schuster, Educational Division, 1 West 39th Street, New York, N. Y. 10018).

Book of short conversational dialogues intended for students of English as a second language or as a second dialect of any native language background and at any level of instruction.

63. Fisher, John C. Generating Standard Sentence Patterns--And Beyond. College Composition and Communication, 21 (5): 364-368, December 1970.

Nonstandard Dialects, TENL, Language Instruction, Sociolinguistics, Standard Spoken Usage, Teacher Education, Pattern Drills (Language), Discriminatory Attitudes (Social)

64. Freshour, Frank. Dialect and the Teaching of Reading. Education, 92 (2): 92-94, November-December 1971.

Reading Instruction, Social Dialects, Dialects, Teacher Attitudes, Student Teacher Relationship, Reading Ability, Self-Concept, Teaching Techniques

Children of divergent dialects are not learning to read because teachers are generally unprepared to deal with the problem. Guidelines for improving the situation are outlined.

*65. Galvan, Mary M.; Troike, Rudolph C. The East Texas Dialect Project: A Pattern for Education. Florida FL Reporter, 7 (1): 29-31, 152-153, Spring/Summer 1969.

TENL, Teacher Workshops, Negro Dialects, Sociolinguistics, Cultural Differences, Dialect Studies, Teacher Developed Materials, Intercultural Programs, Language Contact

(cont.)

A major conclusion of this Texas Education Agency sponsored project was that cultural as well as linguistic relativity must be part of the teacher's basic approach if he is to effectively reach those who differ in language or culture.

66. Gantt, Walter N.; Wilson, Robert M. Syntactical Speech Patterns of Black Children From a Depressed Urban Area: Educators Look at Linguistic Findings (Unpublished research study) November 1972. 27p. ED 070 079.

The syntactical speech characteristics of black children living in depressed areas of an Eastern city were compared with the eight identified by Baratz.

67. Garcia, Sandra Anderson. Colonialism in the Classroom: Teaching "Good" Grammar to Black Children. February 1972. 13p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 29, 1972) ED 061 820.

Suggests that the teacher must understand the underlying principles of the student's dialect and the system of rules governing his speech in order to teach both dialects in the classroom.

68. Garvey, Catherine; Baldwin, Thelma L. A Self-Instructional Program in Standard English: Development and Evaluation. Baltimore, Maryland, Johns Hopkins University, Center for the Study of Social Organization of Schools, September 1969. 69p. ED 032 536.

Describes the design, production, and evaluation of the first six lessons of a self-instructional program in standard English. The program is designed for use by fifth-grade students in Baltimore who are speakers of Baltimore non-standard Negro English.

69. Golub, Lester S. Reading, Writing, and Black English. Elementary School Journal, 72 (4): 195-202, January 1972.

Negro Dialects, Nonstandard Dialects, Writing Skills, Reading Skills, Syntax, English Instruction, Language Standardization, Language Development, Child Language, Phonology.

Describes an approach to teaching reading and writing in which emphasis is on the child's production of language.

70. Golub, Lester S. Teaching Literature as Language. Elementary English, 47 (7): 969-977, November 1970.

Negro Literature, Negro Dialects, Teaching Techniques, Language Enrichment, English Instruction, Language Arts, Audiovisual Aids, Student Reaction, Creative Activities, Negro Culture

71. Golub, Lester S. What Can the English Teacher Do With Dialects (Unpublished study) [1973] 18p. ED 078 421.

American English, Dialects, English, High School Students, Junior High School Students, Language Classification, Language Patterns, Language Usage, Native Speakers, Regional Dialects, Secondary Education, Standard Spoken Usage, Teaching Guides

Included here are teaching activities which help the teacher to teach English by including an emphasis on nonstandard dialects.

72. Golub, Lester S. Written Language Development and Instruction of Elementary School Children. February 1973. 27p. (Paper presented at Annual Meeting of the National Conference on Research in English; New Orleans, February 26-27, 1973) ED 073 474.

This study of written language development and instruction of elementary school children found that realistic approaches are needed in teaching language usage, dialects, and registers. Tables recording the results of a test of 30 language arts concepts and the results of twelve language arts tasks which were administered to some elementary school children are included.

73. Goodman, Kenneth S. On Valuing Diversity in Language. Childhood Education, 46 (3): 23-26, December 1969.

Language Development, Educational Objectives, Dialects, Language Instruction, Communication Skills, Communication (Thought Transfer), [Wayne State University]

When educators impose their own language forms on children, they create learning disabilities. Acceptance and use of differences in children's language and experience can instead aid growth.

74. Goodman, Kenneth S. Oral Language Miscues. Viewpoints, 48 (1): 13-28, January 1972.

Language Instruction, Dialects, Language Patterns, Child Language, Verbal Ability

Argues that a child is linguistically sophisticated by the time he starts school and that his language should be respected even if it does not fit the "correct" pattern of the school.

75. Goodman, Kenneth S. Who Gave Us the Right? English Record, 21 (4): 91-95, April 1971.

Language Handicaps, Nonstandard Dialects, English (Second Language), English Instruction, Educational Objective, Standard Spoken Usage, Linguistic Competence, Second Language Learning, Motivation, Urban Language

The goal of instruction in standard spoken usage should not be to modify the student's language behavior by rejecting his nonstandard dialect, but to work with him to expand his competencies on the base of his present linguistic competence.

76. Goodman, Yetta M.; Goodman, Kenneth S., comps. Linguistics, Psycholinguistics, and the Teaching of Reading: An Annotated Bibliography. Newark, Delaware, International Reading Association, 1971. 34p. ED 071 060.

This second edition of an annotated bibliography on linguistics, psycholinguistics, and the teaching of reading contains 40 percent more publications than the earlier edition, which covered works through 1967. Included are citations dealing with dialects and related problems, and the relationship between oral and written language.

77. Gottesman, Ruth L. Auditory Discrimination Ability in Negro Dialect-Speaking Children. Journal of Learning Disabilities, 5 (2): 94-101, February 1972.

Exceptional Child Research, Disadvantaged Youth, Negro Youth, Nonstandard Dialects, Auditory Perception, Language Research, Speech Habits

78. Graham, Richard T.; Rudorf, E. Hugh. Dialect and Spelling. Elementary English, 47 (3): 388-391, March 1970.

Linguistic Theory, Applied Linguistics, Language Usage, Reading Instruction, Teacher Attitudes, Oral Expression, Language Patterns, Lexicography

A teacher comments critically on linguists' pronouncements concerning reading instruction and English usage.

79. Graves, Richard L. Needed: A Theory for Teaching Usage. High School Journal, 55 (8): 379-389, May 1972.

Language Usage, Standard Spoken Usage, English Curriculum, Child Language, Nonstandard Dialects, Cognitive Processes, Educational Problems, Resource Guides

Reviews the problems and offers guidance to teachers of English on the question of language usage.

80. Green, John. The Language Situation in English-Speaking Children. Journal of the Ministry of Education, 22 (2): 2-9, Summer 1973.

Nonstandard Dialects, English (Second Language), Creoles, Negro Dialects, Educational Problems, Social Influences, Cultural Factors [Caribbean, West Indies]

81. Griffin, Dorothy M. Dialects and Democracy. English Journal, 59 (4): 551-558, April 1970. (Paper originally presented at the annual convention of the National Council of Teachers of English, 59th, Washington, D. C., November 28, 1969).

Dialect Studies, Teaching Techniques, English Instruction, Language Usage, Democracy, Linguistics, Second Language Learning, Student Attitudes, Language Instruction, Teacher Education

Explains the need for a well structured unit on dialectology in high school English classes.

82. Gunderson, Doris V. New Developments in the Teaching of Reading. Elementary English, 50 (1): 17-21, 148, January 1973.

Educational Accountability, Individualized Instruction, Nonstandard Dialects, Performance Contracts, Psycholinguistics, Reading Instruction, Student Needs, Teacher Attitudes, Teacher Responsibility, Teaching Methods

83. Guskin, Judith T. The Social Perception of Language Variations: Black Dialect and Expectations of Ability. March 1970. ED 039 308.

Samples of taped readings recorded by a black and white speaker, each reading the identical two stories, were played to four groups of white teachers, 87 in number. Results indicated that the black speaker and his language were rated less favorably and triggered lower expectations about his ability and future academic achievement. Implications for teacher training and teaching are also discussed.

84. Guyette, Thomas W. and Others. Reconstruction: A Necessary Stage in the Analysis of Verbal Interaction. Columbia, University of Missouri, Center for Research in Social Behavior, February 1971. 16p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971) ED 047 309.

Argues that traditional techniques of content analysis which have been applied to classroom verbal interaction studies fail to account for certain types of implicit information, and presents a technique, called "reconstruction," that provides for the inclusion of such information in a content analysis; also that reconstruction makes a difference and that black and white classrooms differ in the degree to which they exhibit implicit information in their discourse.

85. Hagerman, Barbara P.; Saario, Terry. Non-Standard Dialect Interference in Reading. Claremont College Reading Conference. Yearbook, 158-167, Febryary 1969.

Interference (Language Learning), Nonstandard Dialects, Reading Difficulty, Sociolinguistics, Negro Dialects, Testing, Oral Expression, Syntax

86. Hagerman, Barbara P. Teaching Standard English as a Second Dialect to Speakers of Nonstandard English in High School Business Education. Final Report. California: San Bernardino City Unified School District, [1970]. 11p. ED 038 630.

Twenty girls were selected out of 110 enrolled in tenth-grade typing classes at San Bernardino High School for the two-semester experimental Business Speech program described in this report.

*87. Hall, R. M. R.; Hall, Beatrice L. The "Double"-Negative: A Non-Problem. Florida FL Reporter, 7 (1): 113-115, Spring/Summer 1969.

Negative Forms (Language), Standard Spoken Usage, TE[illegible] Negro Dialects, Teaching Methods, [Multiple Negation]

Suggests postponing teaching negatives to Black English speakers until they have achieved a formal control of the Standard English auxiliary system and the tense/aspect distinctions which are indicated by it. Sample exercises are given.

88. Hall, Vernon C. and Others. Ability of Children from Four Subcultures and Two Grade Levels to Imitate and Comprehend Crucial Aspects of Standard English: A Test of the Different Language Explanation. Journal of Educational Psychology, 64 (2): 147-158, April 1973.

Language Ability, Standard Spoken Usage, Negro Students, Comprehension, Grade 1, Grade 4, Socioeconomic Background, Imitation, Measurement Instruments

Hypothesis is that black dialect interferes with standard English comprehension received little support.

89. Hanners, LaVerne. A Study of the Effectiveness of Linguistically Oriented Teaching Methods in Correcting Dialectally Derived Errors in the Writing of Black College Students. Final Report. 1972. 73p. ED 067 701.

Study devised to determine whether linguistically oriented teaching methods more effectively corrected writing errors of black dialect speakers than traditional teaching methods (using "The MacMillan Handbook"). Results indicated a mean reduction of six errors by experimental group students in free writing. An appendix with a complete listing of errors, test sentences, questionnaires, syllabi for each group, and writing samples is included.

90. Hawkins, P. R. Some Linguistic Consequences of a Working-Class Environment. [1969] 12p. (Revised version of a paper given to the Wellington branch of the Linguistic Society of New Zealand, April 22, 1969) ED 033 372.

Reports the results of research carried out in London using five-year-old children of working class and middle class backgrounds. Speech samples were collected and compared on the basis of grammatical categories. The author relates these findings to Basil Bernstein's concept of restricted and elaborated codes.

91. Hensley, Anne. Black High School Students Evaluations of Black Speakers. [1970] 54p. ED 054 663.

American English, Analysis of Variance, Attitude Tests, Comparative Analysis, Cultural Pluralism, Ethnology, Measurement Techniques, Minority Groups, Negro Dialects, Nonstandard Dialects, Personality Assessment, Racial Attitudes, Self Concept, Social Dialects, Sociolinguistics, Statistics, Student Attitudes, Tables (Data)

Examines the attitudes which black high school students hold toward other blacks when they speak standard English and when they speak black English. According to the results, there is an overwhelming preference for speakers of standard English.

92. Hess, Karen M. Targeted Communications: Teaching a Standard English to Speakers of Other Dialects. Final Report. St. Ann, Missouri, Central Midwestern Regional Educational Lab, May 1972. 100p. ED 065 892.

Project designed to provide current, educationally and linguistically sound information for the audiences involved in teaching a standard English to speakers of other dialects, specifically teachers, administrators, and textbook publishers.

93. Hess, Karen M.; Maxwell, John C. What to Do About Nonstandard Dialects: A Review of the Literature. Minneapolis, Minn., Upper Midwest Regional Educational Laboratory, Inc., December 1969. 52p. ED 041 027.

As part of the development of a self-teaching program for instructing teachers of English and elementary language arts about dialects, this comprehensive search of the literature on dialects and dialect learning, from 1960 to the present, was made.

94. Hewett, Nancy. Reactions of Prospective English Teachers Toward Speakers of a Non-Standard Dialect. March 1971. 16p. (Paper presented at the Fifth Annual TESOL Convention, March 7, 1971, New Orleans, Louisiana) ED 051 727.

Supports the hypothesis that educated white listeners react negatively to the phonological variations of non-standard English.

95. Hipple, Theodore W. Teaching English in Secondary Schools. 1973. 339p. ED 072 453 (Available from The Macmillan Co., 866 Third Avenue, New York, N. Y. 10022; $7.95).

Included in this compendium on teaching English in secondary schools are sections on dialects and the literature and language of black students.

96. Hockman, Carol H. Black Dialect Reading Tests in the Urban Elementary School. Reading Teacher, 26 (6): 581-583, March 1973.

Reading Research, Urban Education, Elementary Grades, Negro Dialects, Reading Tests, Reading Comprehension, Standard Spoken Usage, Reading Level

97. Hoffman, Melvin J. Phonology: Its Role in the Second Dialect Classroom. February 1972. 8p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 29, 1972) ED 061 822.

The teacher working with second-dialect students requires knowledge of the phonology used by his students to deal, not primarily with their pronunciation problems, but with their reading and writing problems.

98. Holt, Grace S. The Ethno-Linguistic Approach to Speech-Language Learning. Speech Teacher, 19 (2): 98-100, March 1970.

Cultural Awareness, Language Learning Levels, Speech Instruction, Negro Students, TENL, Audiolingual Methods, Bilingual Education, Community Involvement, Nonstandard Dialects, [Chicago]

99. Hoover, Mary Rhodes and Others. An Experiment in Teaching Reading to Bidialectal Kindergarten Children. Research and Development Memorandum No. 102. California: Stanford University, Stanford Center for Research and Development in Teaching, February 1973. 33p. ED 074 465.

Four different treatments were used over a period of five months in this experiment concerning the teaching of reading skills to 35 black kindergarten children.

100. Hughes, Anne E. Linguistics for the Elementary Teacher. 1967. 9p. (Speech given at the National Council of Teachers of English Annual Convention, Honolulu, 1967) ED 036 501.

Reports on a study of the language behavior of "Head Start" preschool children, their parents, and their teachers, where researchers taped and analyzed the phonology, grammar, and vocabulary of these three groups and then interviewed the teachers to determine their concepts of the children's and parent's language difficulties.

101. Hutchinson, June O'Shields. Reading Tests and Nonstandard Language. Reading Teacher, 25 (5): 430-437, February 1972.

Negro Dialects, Reading Tests, Standardized Tests, Reading Achievement, Reading Research, Pronunciation, Word Recognition, Inner City, Language Development, [Metropolitan Reading Tests]

102. Imhoof, Maurice. The Preparation of Language Arts Teachers for Ghetto Schools. March 1970. 10p. (Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970) ED 040 389

Presented here are the prerequisites for the language arts teacher in the ghetto school.

103. Imhoof, Maurice I., ed. Social and Educational Insights into Teaching Standard English to Speakers of Other Dialects. Bloomington, Indiana University, School of Education, March 1971. 138p. (Docu,emt available from School of Education, Indiana University, Bloomington, Indiana 47401; $1.50 per copy, 25-49 copies 10% discount, 50 or more 20% discount).

Presents a series of lectures on various aspects of the language problems of inner-city children delivered during the second semester of the 1969-70 academic year at the Department of Urban and Overseas English Programs of the School of Education of Indiana University.

104. Interview [with] Dorothy Z. Seymour. Reading Newsreport, 6 (4): 4-8, 48-49, February 1972.

Nonstandard Dialects, Reading Instruction, Language Handicaps, Language Patterns, Question Answer Interviews, Teacher Attitudes, Teacher Education, Reading Difficulty, Linguistic Theory, Speech Habits

Mrs. Seymour, a former teacher currently working as an editorial specialist in linguistics for an educational publisher, is asked to comment on the standard/nonstandard dialect controversy as it relates to beginning reading instruction.

105. Jacobson, Rodolfo. An Inquiry Into the Relevancy of Current English Instruction. Language Learning, 2 (1): 79-98, June 1972.

English Instruction, Relevance (Education), Negro Dialects, Curriculum Development, Sociolinguistics, Contrastive Linguistics, Pidgins, Creoles, Bilingualism

Discusses the need for teaching Black English to make the current English instruction more relevant.

106. Jacobson, Rodolfo. The Teaching of English to Speakers of Other Languages and/or Dialects--An Oversimplification. March 1970. 20p. (Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970) ED 038 638.

Discussed here is the State University of New York College at Corland's graduate program in English sociolinguistics for prospective and experienced English teachers, which offers training in both English for speakers of other languages and Standard English for speakers of a non-standard dialect, with special attention on the latter.

107. Jenkins, William A. Goals of Language Instruction, 1970. Elementary English, 48 (4): 179-187, April 1971.

Language Instruction, English Instruction, Nonstandard Dialects, Negro Students, Educational Objectives, Language Usage, Student Needs, Social Change, Teacher Responsibility, Changing Attitudes

States that the teacher of students with differing dialects should start by accepting the students and their speech.

108. John, Vera P. Communicative Competence of Low-Income Children: Assumptions and Programmes. English Language Teaching, 24 (2): 112-119, January 1970.

Compensatory Education, Language Enrichment, TENL, Communication Skills, Concept Formation, Educational Objectives, Cultural Factors, Child Language, Sociolinguistics, Program Evaluation, Psycholinguistics

Asserting that language enrichment programs are often weakened by the assumption that standard English is necessary for the development of abstract thought, the author discusses problems of educational planning and policy with regard to low-income youth and specifies four areas in which further research must be carried out.

109. Johnson, Helen H. Teacher Attitude and Ghetto Language. Viewpoints, 47 (2): 73-81, March 1971.

TENL, Teaching Methods, Culturally Disadvantaged

110. Johnson, Kenneth R. The Influence of Nonstandard Negro Dialect on Reading Achievement. April 1971. 8p. (This article appeared in English Record, 21 (4): 148-155, April 1971.) ED 052 211.

Argues that disadvantaged black children who speak nonstandard Negro dialect should be taught to read their dialect first and then taught standard English.

*111. Johnson, Kenneth R. Pedagogical Problems of Using Second Language Techniques for Teaching Standard English to Speakers of Nonstandard Negro Dialect. Florida FL Reporter, 7 (1): 78-80, 154, Spring/Summer 1969.

TENL, Negro Dialects, Interference (Language Learning), Teaching Methods, Teacher Attitudes, Standard Spoken Usage, Second Language Learning, Cultural Factors, Learning Motivation, Social Background

112. Johnson, Kenneth R. Should Black Children Learn Standard English? Viewpoints, 47 (2): 83-101, March 1971.

TENL, Negro Students, Nonstandard Dialects, Racial Attitudes, Teaching Methods, Culturally Disadvantaged

113. Johnson, Kenneth R. Teacher's Attitude Toward the Nonstandard Negro Dialect--Let's Change It. Elementary English, 48 (2): 176-184, February 1971.

Teacher Attitudes, Nonstandard Dialects, Negro Dialects, Changing Attitudes, Cultural Differences, Cognitive Ability, Middle Class Culture, Standard Spoken Usage, Language Role, Subculture

114. Johnson, Kenneth R. When Should Standard English Be Taught to Speakers of Nonstandard Negro Dialect? Language Learning, 20 (1): 19-30, June 1970.

Nonstandard Dialects, Negro Dialects, Negro Youth, English (Second Language), Standard Spoken Usage, Social Dialects, Negroes, Language Instruction, Disadvantaged Youth, Second Language Learning

Discusses reasons why standard English instruction should be delayed.

115. Johnson, Kenneth R.; Simons, Herbert D. Black Children's Reading of Dialect and Standard Texts. Final Report. Berkeley: University of California, 1973. 53p. ED 076 978.

In an attempt to demonstrate that the mismatch between the grammatical features of Black dialect and Standard English grammar used in children's reading materials is a source of reading interference, 67 second and third grade Black dialect speaking children each read orally a text written in Black dialect and a parallel text written in Standard English. Results of the analysis, however, failed to support the thesis.

116. Johnson, Kenneth R.; Simons, Herbert D. Black Children and Reading: What Teachers Need to Know. Phi Delta Kappan, 53 (5): 288-290, January 1972.

Ethnic Studies, Minority Groups, Negro Culture, Negro Dialects, Teacher Education, Black Power, Reading Instruction, Negro Students

To be effective, teachers of blacks must know black culture and black dialect--and how to apply this knowledge.

117. Keyes, Judith Droz; Loflin, Marvin D. Prerequisites to the Analysis of Paraphrase in Classroom Verbal Interaction. Columbia, University of Missouri, Center for Research in Social Behavior, February 1971. 16p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971) ED 047 310.

Sets forth a comparative description of the constructs required to isolate and analyze language behavior central to the study of paraphrase--which is here considered central to an understanding of the process of idea sharing in the classroom.

118. Kinkaid, J. Peter and Others. Use of the Automated Readability Index for Evaluating Peer-Prepared Material for Use in Adult Reading Education. Statesboro: Georgia Southern College, 1972. 62p. ED 068 814.

Stories relating to life experiences were tape-recorded in an informal setting using natural language patterns and familiar topics in this study of peer-prepared reading materials for black adults.

119. Kligman, Donna Schwab and Others. Black English Pronunciation and Spelling Performance. Elementary English, 49 (8): 1247-1253, December 1972.

Elementary Education, Negro Dialects, Spelling, Distinctive Features, Dialect Studies, Nonstandard Dialects, Phonology, Standard Spoken Usage, Bibliographies

*120. Kochman, Thomas. Culture and Communication: Implications for Black English in the Classroom. Florida FL Reporter, 7 (1): 89-92, 172-174, Spring/Summer 1969.

Negro Dialects, Negro Culture, Language Styles, English Education, Language Skills, Written Language, Oral Communication, Verbal Ability, Cultural Differences, Standard Spoken Usage

Increasing language skills in black children is not dependent on teaching them the ability to perform in standard dialect.

*121. Kochman, Thomas. Social Factors in the Consideration of Teaching Standard English. Florida FL Reporter, 7 (1): 87-88, 157, Spring/Summer 1969.

TENL, Standard Spoken Usage, Socioeconomic Factors, Nonstandard Dialects, Social Dialects, Regional Dialects, Social Attitudes, Racial Attitudes, Negro Education, Negro Attitudes

Asserts that present efforts to teach a prestige form of speech to nonstandard speakers are educationally wasteful and the effective realization is socially improbable, unless the express desire and cooperation of those learning it are forthcoming.

122. Kreis, Clara and Others. Exploring and Using Dialects, Junior and Senior High School Levels. Council Bluffs, Iowa, Project Impact, June 1969. 84p. (Document available from Project IMPACT, 207 Scott St., Council Bluffs, Iowa 51501; $1.00).

A curriculum guide organized around an outline which includes the examination of such topics as exploration of regional dialects, geography of pronunciation differences, geographic and regional assessment of differences in expression. Graphs, diagrams, and maps containing language and dialect information are included.

123. Laffey, James L.; Shuy, Roger E., eds. Language Differences: Do They Interfere? Newark, Delaware, International Reading Association, 1973. 186p. (Based on papers presented at a preconvention institute at the 1971 International Reading Association Convention at Atlantic City) ED 076 968 (MF-$0.65; HC-$6.58; also available from International Reading Association, Six Tyre Ave., Newark, Delaware 19711; Order No. 851, $4.50 non-member, $3.50 member).

Papers collected in this volume support the theory that the language skills of the dialectically different child can form a solid matrix upon which a viable reading/learning environment can be organized.

124. Leaverton, Lloyd. Dialectal Readers--Rationale, Use, and Value. April 1971. 11p. (Paper presented at Preconvention Institute of the International Reading Association, Atlantic City, N. J., April 1971) ED 060 701.

Questions the use of dialectal readers and comes to the conclusion that they do show positive results.

125. Leaverton, Lloyd. Should Non-Standard Speech Patterns Be Used in the Urban Language Arts Curriculum? March 1971. 12p. (Speech presented at the English-Black and White Conference, Purdue University, March 1971) ED 060 700.

Results of this research indicate that if children's established speech forms are accepted as legitimate forms of communication, while those speech forms used in school by the teacher and observed in the books are systematically introduced, the children readily accept learning the speech forms traditionally fostered by the school.

126. Leaverton, Lloyd and Others. Psycholinguistics Oral Language Program: A Bi-Dialectal Approach. Experimental Edition, Part I. Illinois, Chicago Board of Education, Psycholinguistics Project, 1968. 188p. ED 034 970 (MF-$0.65; HC-Available from Psycholinguistics Project, Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601).

Oral language program for Afro-American children in grades 1 to 3 who speak non-standard English designed to emphasize and utilize the child's existing language competency, gradually and systematically introducing standard English as an additional dialect. Detailed teaching suggestions are given.

127. Leaverton, Lloyd and Others. The Psycholinguistics Reading Series: A Bidialectal Approach. Teacher's Manual. Illinois, Chicago Board of Education, Psycholinguistics Project, Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601).

Audiolingual Methods, Cultural Context, Elementary Education, Instructional Materials, Language Instruction, Negro Culture, Negro Dialects, Psycholinguistics, Reading Instruction, Reading Materials, Standard Spoken Usage, Teaching Guides, Tenl, Verbs

128. Lee, Richard R. The Social Evaluation of Speech: Implications from the Laboratory to the Classroom. 1971. 10p. (Paper presented at the Fifth Annual TESOL Convention, March 5, 1971, New Orleans, La.) ED 066 933.

What is different in the communication patterns of the poor goes beyond the phonology and syntax of the sentence and linguistic analysis to the broad basis of communication skills and points out the need for communication training.

129. Levy, Betty S. Dialect Proficiency and Auditory Comprehension in Standard and Non-Standard English. April 1972. 15p. (Draft of paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972) ED 062 495.

Examines both the relationship between oral dialect proficiency--Standard English and Black Nonstandard English--and auditory comprehension of stories presented in Standard or Black Nonstandard English and attempts to obtain information concerning the reactions of black dialect speakers to oral stories in Black Nonstandard English and Standard English.

130. Light, Richard L. On Language Arts and Minority-Group Children. Florida FL Reporter, 7 (2): 5-7, 20, Fall 1969.

Language Arts, Minority Group Children, TENL, Teacher Attitudes, Disadvantaged Youth, Cultural Pluralism, English (Second Language), Nonstandard Dialects, Spanish Speaking, Teacher Education.

Argues that the schools have failed minority group children, that a major cause of this has been a failure to understand the linguistic and cultural backgrounds of such children, and that there must be increased attention given to training educational personnel to bring about this understanding if education for minority children is to improve.

131. Light, Richard L. The Schools and the Minority Child's Language. November 1970. 10p. ED 047 320.

Discusses the treatment of minority group children in the public schools. The author urges the necessity for a "greater understanding of the nature of linguistic and cultural characteristics and the aspirations of the various minority groups in our nation.

132. Light, Richard L. Some Observations Concerning Black Childrens' Conversations. April 1971. 13p. (This article appeared in "English Record," 21 (4): 155-67, April 1971) ED 052 212.

Four nonstandard linguistic features used by five black children, ages 6-11 years, in 14 conversations were recorded and transcribed.

133. Lindfors, Judith. The Michigan Oral Language Series: A Critical Review. Austin: University of Texas, [1970]. 74p. ED 044 654.

Describes and evaluates the "Michigan Oral Language Series," a series which includes structured oral language lessons for preschool and kindergarten children learning English as a second language or standard English as a second dialect, and programs in testing and teacher training.

134. Lipton, Aaron. Miscalling While Reading Aloud: A Point of View. Reading Teacher, 25 (8): 759-762, May 1972.

Oral Reading, Reading Difficulty, Perceptually Handicapped, Dialects, Error Patterns, Failure Factors, Pronunciation, Syntax, Teacher Response, Reading Improvement

135. Loban, Walter. Problems in Oral English: Kindergarten Through Grade Nine. Champaign, Illinois, National Council of Teachers of English, 1966. 80p. ED 070 106.

Over a 10-year period, the oral language development of 338 pupils was studied from kindergarten through grade 9 to establish the most crucial and frequent oral language difficulties.

136. Loflin, Marvin D. and Others. Implications of the Linguistic Differences Between Black-Ghetto and White Suburban Classrooms. Columbia, University of Missouri, Center for Research in Social Behavior, February 1971. 19p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971) ED 047 311.

First section of this paper deals with the sociolinguistic distribution of syntactic structures in black and white classrooms, and the second section discusses the implications of the research for language research as well as for education.

137. Malkoc, Anna Maria; Roberts, A. Hood. NCTE/ERIC Report: Bi-Dialectalism: A Special Report from CAL/ERIC (Center for Applied Linsuistics/Educational Resources Information Center). Elementary English, 48 (1): 125-136, January 1971.

Standard Spoken Usage, TENL, Teaching Methods, English Instruction, Elementary School Students, Language Arts, Bilingualism, Nonstandard Dialects, Dialect Studies

(cont.)

Describes the bi-dialectal approach to second dialect acquisition. ERIC abstracts are included for documents pertinent to this topic.

138. Malmstrom, Jean. "Love Me or Leave Me But Don't Waste the Time": Dialects in Today's Schools. English Record, 21 (4): 102-108, April 1971.

English (Second Language), Second Language Learning, Nonstandard Dialects, Teaching Methods, Student Teacher Relationship, Standard Spoken Usage, Educational Objectives, Linguistic, Competence, Teacher Role, Pattern Drills (Language)

Dialect differences must be respected by the English teacher: effective second language learning drills developed by sociolinguists emphasize the deliberate and respectful use of nonstandard dialect in helping students hear the contrast.

139. Markel, Norman N.; Sharpless, Clair Ann. Socio-Economic and Ethnic Correlates of Dialect Differences. 1968. 21p. (Paper presented at Linguistic Society of America Annual Meeting, New York, N. Y., December 28-30, 1968) ED 031 703.

Examines the pronunciation characteristics of Negro and white children from different socio-economic classes in Gainesville, Florida.

140. Marwit, Samuel J. and Others. Negro Children's Use of Nonstandard Grammar. Journal of Educational Psychology, 63 (3): 218-224, June 1972.

Dialect Studies, Negro Dialects, Standard Spoken Usage, Racial Differences, Language Styles, Grade 2, Grammar, Response Style (Tests), Comparative Analysis, Tables (Data)

Two Negro and two white examiners presented 93 Negro and 108 white second graders with a task requiring them to derive the present, plural, possessive, and time extension forms of nonsense syllables. The hypothesis that white subjects would supply more standard English forms and Negro subjects more nonstandard English forms was supported. The hypothesized characteristics of nonstandard English was upheld in all but one category. The possibility of Negro nonstandard English being a distinct "quasi-foreign" language system and its implications are discussed.

141. Marwit, Samuel J. and Others. Nonstandard American English of Socially Disadvantaged Negro Children. Final Report. St. Louis, University of Missouri, October 1971. 27p. ED 058 337.

The present research attempted to validate empirically the existence of phonological and grammatical rules in nonstandard dialects as they differ from standard American English.

142. Mathewson, Grover C. Children's Responses to Reading and Hearing Standard English and Nonstandard Dialect Stories: A Study of Evaluation and Comprehension. 1973. 11p. (Paper presented at the Annual Meeting of the American Educational Research Association; New Orleans, February 25-March 1, 1973) ED 078 383.

Two studies are discussed. The first study investigated whether black children would evaluate Black English selections more favorably than standard English selections and whether favorable evaluation would lead to greater comprehension of the Black English selections. The second study was conducted in the same manner as the first, but an auditory dimension was added by playing the stories on a tape recorder.

143. Maxwell, John and Others. Development of Programmed Inservice Training on Dialects. 1970. 9p. (Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, March 1970) ED 038 367.

Development of this 6-part inservice program making major use of programed instruction began in 1969 with the objective of modifying classroom teacher behavior in the direction of individualizing the instruction of students learning to control standard English.

144. Maxwell, John C.; Long, Barbara K. Backgrounds in Language. (Syllabi only) Minneapolis, Minnesota: Upper Midwest Regional Educational Lab., Inc., 1970. 475p. (Document available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801. Attn.: Carl Johnson. Rental prices for a 10-week period: Kit for 15, $135; Kit for 25, $175. Purchase prices for Kit for 15, $600; for 25, $750).

"Backgrounds in Language," a field-tested inservice course designed for use by groups of 15 or 25 language arts teachers, provides the subject matter background teachers need to make informed decisions about what curriculum materials to use in what way, at what time, and with which students.

145. McDavid, Raven I., Jr. Teaching Standard English to Non-Standard Speakers. November 1963. 4p. (Notes on a talk given at the NCTE Pre-Convention Workshop, November 26, 1963, San Francisco, California) ED 040 387.

Examines the prevalence of nonstandard dialects in the United States today and its implications for teaching the standard English dialect in the classroom.

146. McElroy, Colleen Wilkinson. Speech and Language Development of the Preschool Child: A Survey. 1972. 211p. (Document available from Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois; $11.75).

Language acquisition and development by the child is explored and related to other areas of maturation and the environment, including dialect, and bidialectal "switching."

147. McLaughlin, G. Harry. Written English Considered as a Foreign Language. Elementary English, 49 (7): 1067-1069, November 1972.

Child Language, Elementary Education, English, Grammar, Language, Language Development, Language Instruction, Second Language Learning, Standard Spoken Usage, Written Language

148. Meissner, Judith A. The Comprehension and Communication of Relational Concepts By Inner-City Children. February 1973. 14p. (Paper presented at the American Educational Association annual meeting, New Orlenas, La., February 1973, and based on sections of Ph.D. thesis at Teachers College, Columbia University, 1973) ED 074 197.

Study used a variation of the two-child communication situation in order to determine in what way, and how successfully, a small set of school-related relational concepts would be communicated by inner-city elementary school black children. This finding would seem to indicate that there is no well-defined group of nonstandard concept rules to be used by classroom teachers in helping their black elementary school students "learn" basic concepts.

149. Model Programs: Childhood Education. A Computer-Assisted Language Experience Which Allows Children to Create Their Own Reading Lessons. Washington, D. C., American Institutes for Research; National Center for Educational Communication (DHEW/OE), 1970. 24p. (This report is one of a series of 34 on Childhood Education Programs prepared for the White House Conference on Children, December 1970.) ED 044 932.

Beginning Reading, Computer Assisted Instruction, Disadvantaged Groups, Elementary Education, English (Second Language), Learning Disabilities, Negro Dialects, Negro Education, Negro Teachers, Parental Aspiration, Reading, Reading Achievement

Describes a reading method known as Differentiated, Oral, Visual, Aural, Computerized, Kinesthetic (DOVACK), which was taught to one hundred black children in two all-black elementary schools in rural Florida.

*150. Modiano, Nancy. Where Are the Children? Florida FL Reporter, 7 (1): 93-94, 170, Spring/Summer 1969.

Negro Dialects, Cultural Factors, Concept Formation, TENL, Disadvantaged Youth, Teaching Methods, Cognitive Development, Cognitive Processes, Teacher Attitudes, [Bidialectal Education]

The educational adage "Teach each child from where he is" calls for a greater understanding than now exists of the nonstandard English speaking child's language and cognitive style.

151. Muehl, Lois; Muehl, Siegmar. One Way to Extract the Square Root from Opera. Current Trends in Negro Education and Shorter Papers Section D. Journal of Negro Education, 39 (1): 104-106, Winter 1970.

Negro Students, Negro Dialects, College Students, College Preparation, Cultural Enrichment, Culturally Disadvantaged, Opera, Cultural Activities, [North Carolina, Project College Educational Achievement]

Outlines a procedure for introducing Negro college pre-freshmen to such new cultural experiences as the opera.

152. Mueser, Anne Marie. For Reading Teachers and Others: A Mini-Course in Black English, Part I. Education for the Disadvantaged Child, 1 (2): 6-8, Spring 1973.

Nonstandard Dialects, Negro Dialects, English Instruction, Linguistics, Cultural Awareness, Negro Students

Takes the position that black English does exist and that teachers of black children should know the grammar of this language so that they can better deal with teaching the children who speak it.

153. Mueser, Anne Marie. A Mini-Course in Black English, Part Two: Implications for Reading and Language Arts Instruction. Education for the Disadvantaged Child, 1 (3): 24-28, Summer 1973.

Reading Instruction, Language Arts, Negro Dialects, Communication Problems, Classroom Communication, Bilingual Education, Student Teacher Relationship, Instructional Materials, Political Issues, Teaching Methods

Deals with some of the difficult questions that arise when one attempts to handle Black English in the context of helping children learn to read and write.

154. Nachbar, Cornelia and Others. Oral Usage Guide. Bloomington Elementary Schools. Minnesota, Bloomington Public Schools, November 1968. 30p. ED 065 501.

Curriculum Guides, Elementary School Curriculum, English, Language Usage, Standard Spoken Usage

Guide comprises seven sections: introduction, position statement, objectives, implementation, use of scope and sequence, suggested activities for oral usage drill, and bibliography.

155. Naremore, Rita C. Teachers' Judgments of Children's Speech: A Factor Analytic Study of Attitudes. Speech Monographs, 38 (1): 17-27, March 1971.

Speech, Teacher Response, Child Language, Social Dialects, Social Status, Teacher Attitudes, Negro Dialects, Racial Factors, Student Evaluation, Behavioral Science Research

Based on the author's dissertation with the same title, University of Wisconsin.

156. Nash, Rosa Lee. Teaching Speech Improvement to the Disadvantaged. New York, N. Y., Speech Association of America, January 1967. 5p. (This article appeared in Speech Teacher, 16 (1): 69-73, January 1967.) ED 042 780.

Auditory Training, Communication Skills, Disadvantaged Youth, Elementary Education, Listening Skills, Nonstandard Dialects, Special Programs, Speech Education, Speech Improvement, Speech Instruction, Speech Skills

157. Natalicio, Diana S.; Williams, Frederick. What Characteristics Can "Experts" Reliably Evaluate in the Speech of Black and Mexican-American Children? TESOL Quarterly, 6 (2): 121-127, June 1972.

Dialect Studies, Children, Minority Groups, Language Instruction, Language Research, Mexican Americans, Negroes, Teacher Education, Grammar, Phonology

Project was a part of a Teacher Corps assistance program carried out by the Center for Communication Research at the University of Texas, Austin.

158. Nolen, Patricia S. Reading Nonstandard Dialect Materials: A Study at Grades Two and Four. Child Development, 43 (3): 1092-1097, September 1972.

Negro Dialects, Reading Materials, Recall (Psychological), Language Patterns, Elementary School Students, Socioeconomic Influences, Racial Differences, Comparative Analysis

Differences in the recall of printed language patterns were explored with 156 Negro and Caucasian low-socioeconomic-status children.

159. Nurss, Joanne R.; Day, David E. Imitation, Comprehension, and Production of Grammatical Structures. Journal of Verbal Learning and Verbal Behavior 10 (1): 68-74, February 1971.

Child Language, Psycholinguistics, Social Differences, Grammar Imitation, Social Dialects, Racial Differences, Comprehension, Scoring, Negro Dialects

Study compared the ability of Southern urban higher status white and lower status white and black four-year-olds to imitate, comprehend, and produce selected standard English grammatical structures. The higher status white group performed better than either of the lower ones. Possible effects of dialect differences on the results is discussed.

160. O'Connell, M. Sheila. What is Sesame Street Doing to Our Language? BC Teacher, 51 (7): 261-263, April 1972.

Educational Television, Teaching Styles, Nonstandard Dialects, Educational Objectives, Educational Problems, Language Patterns [Canada]

One of Canada's leading authorities on the teaching of language arts examines the award-winning television show, and has some reservations about it.

161. Peterson, Robert O. H. Teaching Standard English as a Second Dialect to Primary School Children in Hilo, Hawaii. Volume I of II Volumes. Final Report. Hilo, Hawaii State Department of Education, October 1969. 220p. ED 037 707.

Describes a four-year program designed to develop and test a method for teaching standard English to nonstandard dialect speakers in the first four grades of elementary school in Hilo, Hawaii.

162. Politzer, Robert L. and Others. A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. California: Stanford University, Stanford Center for Research and Development in Teaching, February 1973. 12p. ED 075 497.

As part of the development of a test battery to determine proficiency in black standard and nonstandard speech, this test was devised consisting of a repetition task. Fifteen sentences in black standard and 15 in black nonstandard English were to be repeated.

163. Politzer, Robert L.; Hoover, Mary Rhodes. The Development of Awareness of the Black Standard/Black Nonstandard Dialect Contrast Among Primary School Children: A Pilot Study. Research and Development Memorandum Number 83. California: Stanford University, School of Education; Stanford University, Stanford Center for Research and Development in Teaching, February 1972. 22p. ED 062 464

Deals with a test of auditory discrimination between standard Black English and nonstandard Black English. The results of the experiment indicate that the awareness of the standard/nonstandard difference is more highly developed in black children then in white children.

164. Politzer, Robert L.; Hoover, Mary Rhodes. The Effect of Pattern Practice and Standard/Non-Standard Dialect Contrast on Language Achievement Among Black Children. Research and Development Memorandum, Number 87. California: Stanford University, Stanford Center for Research and Development in Teaching, March 1972. 53p. ED 062 504.

Experiment reported on in this paper investigated primarily the overall effectiveness in raising the language achievement of black children of the pattern practice approach and the use or overall contrasts between standard and nonstandard dialects within the pattern practice approach.

165. Politzer, Robert L.; Bartley, Diana E. Standard English and Nonstandard Dialects: Elements of Syntax. California: Stanford University, Stanford Center for Research and Development in Teaching, October 1969. 50p. ED 034 977.

Third in a series of publications which will uitimately combine to form the basis of a "Syllabus for the Training of Teachers of Standard English as a Second Dialect." The syllabus is intended for those who teach children from Negro and Spanish (Mexican) subcultures. For related document, see ED 030 869.

166. Preston, Dennis R. Social Dialects and College English. Speech Teacher, 20 (4): 237-246, November 1971.

Nonstandard Dialects, Standard Spoken Usage, Speech Curriculum, Curriculum Design, Social Dialects, College Curriculum

Discusses necessary changes in programs intended to teach standard English to nonstandard dialect speakers. The courses discussed are offered on the college level as a required course; it is felt that these requirements represent a stigma which must be eliminated.

167. The Promise of English. NCTE 1970 Distinguished Lectures. Champaign, Ill., National Council of Teachers of English, 1970. 134p. ED 074 523.

Essays point out an unhappiness with existent forms of English teaching and emphasize possibilities for a future in which the human-ness and humane-ness of literary, linguistic, and writing experiences will be encouraged.

168. Quay, Lorene C. Language Dialect, Reinforcement, and the Intelligence-Test Performance of Negro Children. Child Development, 42 (1): 5-15, March 1971.

Reinforcement, Nonstandard Dialects, Intelligence Tests, Performance, Preschool Children, Motivation, Comprehension, Verbal Communication, Intelligence Tests

No reliable IQ differences were found when the Stanford-Binet was administered to one hundred 4-year-old Negro children under two conditions of language (Standard English and Negro dialect) and two conditions of reinforcement (praise and candy).

169. Quay, Lorene C. Negro Dialect and Binet Performance in Severely Disadvantaged Black Four-Year-Olds. Child Development, 41 (1): 245-250, March 1972.

Negro Youth, Disadvantaged Youth, Negro Dialects, Test Validity, Preschool Children, Intelligence Tests, Measurement Instruments, Comprehension, Item Analysis, [Stanford Binet Test of Intelligence]

Findings, confirming the results of an earlier study using a less deprived population, indicated that young black children do not benefit from having the Binet administered in Negro Dialect.

170. Quisenberry, Nancy Lou Forbes. A New Look at Children's Language. February 1972. 9p. (Speech presented to the Missohwa Branch of A.C.E.I.; Carbondale, Illinois, February 1972) ED 063 022.

Child Language, Cognitive Development, Language Development, Nonstandard Dialects, Standard Spoken Usage, Teaching Techniques, Verbal Development

Methods that can be used by the teacher to encourage children to use standard language are discussed here.

171. Rand, Earl. Constructing Dialogs. 1969. 158p. (Document available from Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017; $2.95).

Comprises 86 structured, patterned drills based upon rules which reflect the competence of native speakers to pronominalize, nominalize, delete, and otherwise transform English sentences; these drills are designed to be used in English courses for foreign students and for speakers of nonstandard dialects.

172. Rand, Earl. Constructing Sentences. 1969. 197p. (Document available from Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017; $2.95).

Consists of 112 highly controlled transformational drills based on rules which reflect the competence of native English speakers to produce and understand sentences joined by processes of coordination (conjunction) and subordination (embedding). It is intended for use, together with readings and a grammar, in intermediate and advanced English courses for foreign speakers and speakers of nonstandard dialects of English.

173. Ratusnik, David L. and Others. Usage of Selected Phonological and Grammatical Structures by Three Preschool Groups of Different Ethnic and Socioeconomic Backgrounds. 1973. 30p. (Paper presented at the Annual Meeting of the American Educational Research Association; New Orleans, February 26-March 1, 1973) ED 078 428.

Two lower socioeconomic groups (one black and one white) from the inner city and a third group of white children from a middle socioeconomic suburban area of Chicago were studied to delineate and compare the usage of selected language structures among children of different social and ethnic backgrounds.

174. Regan, Timothy F. Teaching Standard English in Continuing Education. International Journal of Continuing Education and Training, 2 (3): 263-270, Winter 1973.

Oral English, TENL, Adult Education, Nonstandard Dialects, Student Problems, Negro Dialects, Teaching Techniques

Describes dialect differences, how to distinguish them, how to assess them and how to use them in teaching standard English.

175. Reinstein, Steven; Hoffman, Judy. Dialect Interaction Between Black and Puerto Rican Children in New York City: Implications for the Language. Elementary English, 49 (2): 190-196, February 1972.

Dialect Studies, Social Dialects, Research, Articulation (Speech), Auditory Discrimination, Hypothesis Testing, Negro Dialects, Puerto Ricans, Language Arts

An understanding of the linguistic differences of black and Puerto Rican children will better prepare the teacher to cope with the language learning situation.

176. Rentel, Victor M.; Kennedy, John J. Effects of Pattern Drill on the Phonology, Syntax, and Reading Achievement of Rural Appalachian Children. American Educational Research Journal, 9 (1): 87-100, Winter 1972.

Pattern Drills (Language), Reading Achievement, Regional Dialects, Rural Youth, Grade 1, Language Research, Phonology, Structural Grammar, Syntax, [Appalachian Youth]

Examines the effectiveness of pattern drill relative to (a) the reduction of phonological and grammatical variations from the standard South Midland dialect, and (b) the promotion of reading ability.

177. Rhodes, Odis O. Some Implications for Teaching Reading to Speakers of Black Dialect. Viewpoints, 46 (3): 117-147, May 1970.

Disadvantaged Youth, Educational Improvement, Language Handicaps, Linguistic Patterns, Negro Dialects, Cognitive Development, Early Childhood Education, Reading Instruction

178. Riggs, Virginia Fields. Action Research in Oral English for the Linguistically Different Secondary Student: Odessa, Texas. (M.A. thesis, University of Texas of Austin) May 1971. 99p. ED 058 763.

Describes a program designed to decrease the number of linguistically differentiated, nonstandard speakers of English in Texas classrooms and to help potential dropouts attain proficiency in the use of English. A summary, limitations, conclusions, and recommendations concerning the project are included, appendixes contain project information and sample questions and a bibliography is provided.

179. Riggs, Virginia Fields. Experiment at Ector; An Oral English Program. 1969. 15p. ED 040 374.

Experimental program in oral English at the Ector High School in Odessa, Texas designed primarily to help the minority group, disadvantaged, high school student who is a potential dropout.

180. Robertson, William J.; Garner, Jerry F. "The Development of a Diagnostic Instrument to be Used for Identifying Non-Standard Dialect Patterns of Disadvantaged Negro Students." Final Report. Michigan: Pontiac City School District, January 1970. 40p. ED 040 261.

Project described here is an attempt to devise a test that could be used to identify specific speech deviations of black ghetto students in order that curricula could be based on the needs of individuals, and to produce a relevant yardstick for pre-post evaluations. Tabulations of test results and sample forms of the test administered are included.

181. Robinson, H. Alan. Psycholinguistics, Sociolinguistics, Reading and the Classroom Teacher. May 1972. 11p. (Paper presented at the Annual Convention of International Reading Association; 17th; Detroit, May 10-13, 1972).

Stressed here is the fact that any reputable approach to the teaching of reading makes use of certain psycholinguistic and sociolinguistic concepts which can provide the teacher with insights for the development and strengthening of reading skills.

182. Rosen, Carl L.; Ames, Wilber S. An Exploration of the Influence of Dialect on the Oral Reading of Sentences by Black Children, Grades Three Through Six. Reading World, 11 (3): 201-209, March 1972.

Oral Reading, Negro Dialects, Reading Difficulty, Dialect Studies, Reading Research, Elementary Grades, Inner City, Sex Differences, Age Differences, Intelligence Differences

183. Rudorf, E. Hugh; Graham, Richard T. An Investigation of the Effect of Dialect Variation Upon the Learning of Phoneme-Grapheme Relationships in American English Spelling. Final Report. Lincoln, University of Nebraska, February 1970. 120p. ED 039 259.

Focuses on (1) whether the errors of sixth-grade children in spelling American English words were related to the dialect spoken by the children, and (2) what effect the teaching of phoneme-grapheme correspondence rules, based upon a single dialect pattern, would have on the spelling of second-grade children.

184. Rystrom, Richard. Dialect Training and Reading: A Further Look. Reading Research Quarterly, 5 (4): 581-599, Summer 1970.

Negro Dialects, Reading, Language Instruction, Primary Grades, Southern Schools, Research, Learning Processes, Skill Development, Reading Achievement, Hypothesis Testing

185. Rystrom, Richard. Linguistics and the Teaching of Reading. Journal of Reading Behavior, 4 (1): 34-39, Winter 1971-1972.

Dialect Studies, Negro Dialects, Reading Instruction, Structural Analysis, Linguistics, Phonemes, Reading Failure

Examined here is the role of linguistics in teaching Black children to read.

186. Rystrom, Richard; Cowart, Harry. Black Reading "Errors" or White Teacher Biases? Journal of Reading, 15 (4): 273-276, January 1972.

Negro Dialects, Evaluation Criteria, Teacher Response, Negro Students, Reading Research, Reading Skills, Oral Reading, Racial Differences, Reading Instruction, Social Dialects

187. Saville, Muriel R. Interference Phenomena in Language Teaching: Their Nature, Extent, and Significance in the Acquisition of Standard English. Elementary English, 48 (3): 396-405, March 1971.

TENL, Interference (Language Learning), English (Second Language), Standard Spoken Usage, Language Instruction, Negro Dialects, Cultural Differences, Bibliographies, Educational Resources, Language Research

Preprint from a forthcoming pamphlet of the National Conference on Research in English.

188. Schneider, Mary. Black Dialect: The Basis for an Approach to Reading Instruction? Educational Leadership, 28 (5): 543-549, February 1971.

Reading Instruction, Nonstandard Dialects, Negro Youth, Urban Education

189. Schneider, Murray. Use Dialect Readers? The Middle Class Black Establishment Will Damn You If You Do. The Black Children Will Damn You If You Don't. Florida FL Reporter, 9 (1-2): 45-46, 56, Spring-Fall 1971.

Negro Dialects, Negro Students, Nonstandard Dialects, Negro Attitudes, Reading Materials, Anglo Americans, Textbook Evaluation, Educational Innovation

190. Schotta, Sarita G. Toward Standard English Through Writing: An Experiment in Prince Edward County, Virginia. TESOL Quarterly, 4 (3): 261-276, September 1970.

TENL, Educational Experiments, Negro Dialects, Writing Skills, High School Students, Negro Students, Cultural Background, Statistical Studies

Aims to (1) propose a new approach to establishing English-as-second-dialect programs in schools isolated from professional English-second-language personnel; (2) to report on the procedures applied at one particular high school; and (3) to discuss linguistic features typical of the Negro students in this school.

191. Sciara, Frank J. The Language of the Disadvantaged: Etiology, Characteristics, and Suggested Intervention Techniques. May 1970. 13p. (Paper presented at the Conference of the International Reading Association, Anaheim, California, May 6-9, 1970) ED 043 471.

Variations between standard and nonstandard dialects are described as they relate to teaching reading.

192. Sepulveda, Betty R. The Language Barrier and Its Effects on Learning. (This is an unpublished paper.) 1969. 16p. ED 063 294 (Not available from EDRS).

Examines the factors within the environments of the classroom that contribute to intellectual retardation among the disadvantaged.

193. Sepulveda, Betty R. Teaching the Educationally Disadvantaged Hispano Child at the K-3 Level. 4p. ED 036 807.

Contending that language is the single greatest block to developing a deprived Hispano child's full learning potential, this primary teacher proposes a reexamination of reading readiness procedures at the K-3 level.

194. Seymour, Dorothy Z. Black Children, Black Speech. Commonweal, 95 (8): 175-178, November 1971.

Negro Dialects, Nonstandard Dialects, Negro Students

195. Seymour, Dorothy Z. Black English in the Classroom. Today's Education, 62 (2): 63-64, February 1973.

Negro Dialects, Teacher Attitudes, Nonstandard Dialects, Language Usage, Grammar, Teaching Methods, [Black English]

Maintains that the crux of the problem lies not in Black English itself, but in the attitudes toward it.

196. Shamo, G. Wayne. The Psychological Correlates of Speech Characteristics of Sounding "Disadvantaged": A Southern Replication. March 1970. 13p. ED 039 177.

A regional replication of the Williams Study of teacher evaluation of children's speech was attempted in this replication study, using the same 40 language tapes as stimuli for 87 elementary school teachers, both black and white, from the Memphis, Tennessee, school district.

197. Sharpe, Johnnie M. The Disadvantaged Student Trapped Behind the Verb "To Teach." College Composition and Communication, 23 (3): 271-276, October 1972.

Culturally Disadvantaged, Disadvantaged Youth, English Instruction, Acculturation, Negro Dialects, English (Second Language), Culture Conflict, Teacher Education

Discusses the language problems of America's culturally disadvantaged, explains the process of acculturation, and suggests changes in English instruction for these groups.

198. Shen, Yao. Dialect and Grammar. Bulletin of the English Language Center, 3 (1): 33-40, March 1973.

English (Second Language), Grammar, Dialect Studies, Verbs, Form Classes (Languages), Instructional Materials, Structural Linguistics, English Instruction [Standard Dialects]

199. Sherk, John K., Jr. Psychological Principles in a Strategy for Teaching the Reading of a Standard Dialect. December 1969. 9p. (Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969) (Document available from Nineteenth National Reading Conference Yearbook).

Beginning reading problems of the child who speaks nonstandard English are analyzed from the standpoint of the linguistic theory of interference. References are included.

*200. Shuy, Roger W. Bonnie and Clyde Tactics in English Teaching. Florida FL Reporter, 7 (1): 81-83, 160-161, Spring/Summer 1969.

TENL, English Education, Standard Spoken Usage, Nonstandard Dialects, Regional Dialects, Socioeconomic Influences, Teacher Attitudes, Negro Dialects, English

Describes three current approaches to the problems of nonstandard English and examines the motivations behind them.

201. Shuy, Roger W. Current Theory and Knowledge for the Teaching of English. English in Australia, (22): 25-45, October 1972.

Child Language, English Instruction, Linguistic Theory, Negro Dialects, Research Problems, Student Attitudes, Teacher Education Curriculum

Describes the situation in the United States, with emphasis on the bidialectical approach to speakers of Black English, and related problems in language theory and teacher training.

202. Shuy, Roger W. Social Dialects: Teaching vs. Learning. Florida FL Reporter, 9 (1-2): 28-33, 55, Spring/Fall 1971. (Paper presented at the National Council of Teachers of English meeting in Atlanta, Georgia, on November 28, 1970).

Nonstandard Dialects, Sociolinguistics, Social Dialects, Learning Theories, Instructional Materials, Child Language, Language Research, Language Patterns, Disadvantaged Youth, Educational Disadvantagement

203. Shuy, Roger W. Sociolinguistic Strategies for Studying Urban Speech. Viewpoints, 47 (2): 1-25, March 1971.

TENL, Nonstandard Dialects, Teacher Education Curriculum, Sociolinguistics, Negro Students, Elementary School Teachers, Preservice Education, Disadvantaged Youth, Social Dialects

204. Smith, Holly. Standard or Nonstandard: Is There an Answer? Elementary English, 50 (2): 225-233, 241, February 1973.

Nonstandard Dialects, Teaching Techniques, Teaching Methods, Elementary Grades, English Instruction, Language Arts, Negro Dialects, Standard Spoken Usage [Bidialectalism]

Explores the arguments for and against bidialectalism and discusses various approaches used in teaching standard English to nonstandard speakers.

205. Smitherman, Geneva. Black Idiom. Negro American Literature Forum, 5 (3): 88-91, 115-117, Fall 1971.

Negro Dialects, Linguistics, Nonstandard Dialects, Social Dialects, Language Patterns, Standard Spoken Usage, [Bi-dialectalism]

Reaffirms the value of the "black idiom" in speech, and criticizes those who would either eradicate the black idiom or teach blacks to be switchers from the black idiom when they be around blacks, to the white idiom when they are around white employees and others.

206. Smitherman, Geneva. English Teacher, Why You Be Doing the Thangs You Don't Do? English Journal, 61 (1):59-65, January 1972.

English Instruction, Nonstandard Dialects, Urban Education, Oral Expression, Negro Dialects, Grammar, Social Dialects, Negro Education, Language Usage

Five-Point Program for teaching English in the inner city, and it is based on the real needs of the Black ghetto student.

207. Smitherman, Geneva. White English in Blackface, Who Do I Be? Black Scholar, 4 (8-9): 32-39, May-June 1973.

Negro Dialects, Nonstandard Dialects, Sociolinguistics, Communication Problems, Language Styles, Reading Ability, Negro Attitudes, Language Usage, American English

Maintains that linguists and educators sincerely interested in black education should concentrate on devising a performance instrument to measure the degree of command of the style of any given Black English speaker rather than on establishing linguistic remediation programs to correct a nonexistent remediation.

208. Somervill, Mary Ann; Jacobs, John F. The Use of Dialect in Reading Materials for Black Inner-City Children. Negro Educational Review, 23 (1): 13-23, January 1972.

Dialect Studies, Negro Students, Negro Dialects, Reading Materials, Reading Comprehension, Reading Research, Inner City, Educational Disadvantagement, Reading Tests, Test Results

209. Stanford, Barbara Dodds. Is Teaching Grammar Immoral? Changing Education, 4 (4): 24, Spring 1970.

Grammar, Relevance (Education), Nonstandard Dialects

210. Stein, Annette S. Analysis of Word Frequencies in the Spoken Language of Adult Black Illiterates. Final Report. Buffalo: State University of New York, Department of Elementary and Remedial Education, 1972. 78p. ED 075 716.

Purpose of this study was to obtain a basic word list, based on oral vocabulary of adult black illiterates in two urban centers, which could subsequently be used to develop basic education reading materials, reading tests, and a readability formula.

211. Stewart, William A., ed. Non-Standard Speech and the Teaching of English. Language Information Series, 2. Washington, D. C., Center for Applied Linguistics, 1964. 37p. ED 031 707.

Brings together three papers dealing with the teaching of standard English to speakers of substandard varieties of the language, as well as of English-based pidgins or Creoles.

212. Stewart, William A. Observations (1966) on the Problems of Defining Negro Dialect. Florida FL Reporter, 9 (1-2): 47-49, 57, Spring/Fall 1971. (Edited version of a speech presented at the Conference on the Language Component in the Training of Teachers of English and Reading held in April 1966, in Washington, D. C., by the Center for Applied Linguistics and the National Council of Teachers of English).

Negro Dialects, Nonstandard Dialects, Standard Spoken Usage, Disadvantaged Youth, Sociolinguistics, Cultural Differences, Educationally Disadvantaged, Black Community

*213. Stewart, William A. Urban Negro Speech: Sociolinguistic Factors Affecting English Teaching. Florida FL Reporter, 7 (1): 50-53, 166, Spring/Summer 1969.

TENL, Urban Language, Negro Dialects, Sociolinguistics, English Education, Contrastive Linguistics, Teacher Role, Interference (Language Learning), Social Background, [District of Columbia],

Discusses the use of second language teaching methods in teaching English to urban Negro children. This article appears in The Florida FL Reporter special anthology issue, "Linguistic-Cultural Differences and American Education," and has been reprinted from R. Shuy, ed. "Social Dialects and Language Learning" (1965).

214. Stewig, John Warren; Lamb, Pose. Elementary Pupils' Knowledge of the Structure of American English and the Relationship of Such Knowledge to the Ability to Use Language Effectively in Composition. Final Report. Lafayette, Indiana: Purdue Research Foundation, 1972. 65p. ED 071 095.

Focus of this study was to examine the relationship between children's knowledge of the structure of their language and their judged ability to use language effectively in composition. An analysis of the data revealed that middle class pupils, Caucasian pupils, and girls scored significantly higher on all measures and that there was a greater correlation between test scores and composition ratings for middle class subjects than for lower class subjects.

215. Strickland, Dorothy S. A Program for Linguistically Different, Black Children. April 1971. 13p. (Paper presented at the Annual Convention of the International Reading Association, Atlantic City, N. J., April 22, 1971) ED 049 355.

The exposure of linguistically different black kindergarten children to a special literature program was undertaken to test its efficacy as a preventive approach to reading failure. The program demonstrated a successful method of expanding their language repertoire to include standard English, allowing the experimental group to make gains exceeding those of the control group.

216. Suhor, Charles and Others. The Aural-Oral Method of Teaching Usage in the Total English Program. New Orleans Public Schools, La. Div. of Instruction, 1969. 83p. ED 073 469.

Discusses: (1) a definition of aural-oral instruction; (2) a diagnosis of student needs in usage; (3) the student's and teacher's preparation for this form of instruction; (4) sample pattern practices in this method; (5) ways to integrate this method into the total English program; (6) role playing; (7) choral reading; (8) literature and the aural-oral method; (9) composition and the aural-oral method; (10) mechanics and spelling; and (11) tests and grading.

217. Szilak, Dennis. AFRO a.m.: Renaissance in the Revolution. College English, 31 (7): 685-694, April 1970.

Educational Objectives, Minority Groups, Student Writing Models, English Instruction, Nonstandard Dialects, Standard Spoken Usage, Negroes, American Culture, Negro Dialects, Culturally Disadvantaged

218. Tarone, Elaine. A Selected Annotated Bibliography on Social Dialects, for Teachers of Speech and English. Seattle: University of Washington, [1970], 41p. ED 043 853.

Bibliography designed to be used by teachers who need some background in the nature of "social dialects," who wish to keep abreast of the results of recent research in sociolinguistics, and who are looking for materials for use in the classroom. The emphasis is on Black English (BE) as compared with "Standard American" English (SE).

219. Torrey, Jane W. Illiteracy in the Ghetto. Harvard Educational Review, 40 (2): 253-259, May 1970.

Illiteracy, Functional Illiteracy, Ghettos, English, Negro Dialects, Teacher Influence, Negro Students, Culture Conflict, Grammar, Language Instruction

Educational institutions at all levels must respect the dialects of Negro students and initiate programs of instruction in these dialects. Only in this way can discrimination in fact against this minority group in our culture be stopped.

220. Torrey, Jane W. The Language of Black Children in the Early Grades. Studies on Developing Competence in Standard English 1. New London: Connecticut College, Department of Psychology, 1972. 160p. ED 067 690.

Since speaking a nonstandard dialect is hypothesized to perhaps put a child at a disadvantage in learning to read Standard English or in understanding material expressed in Standard English, the effect of Black English on performance of school tasks was tested in 27 second graders in a Harlem school.

*221. Troike, Rudolphe C. Social Dialects and Language Learning: Implications for TESOL. Florida FL Reporter, 7 (1): 98-99, 165, Spring/Summer 1969.

Sociolinguistics, Social Dialects, English (Second Language), TENL, Regional Dialects, Spanish Speaking, Standard Spoken Usage, Bilingualism, [Bidialectism]

The teacher should respect the language the child brings to school and realize that all languages have social and regional dialects. Bidialectal and bilingual education should begin at the ages of two and three.

222. Variation in Language, Unit VI: Language Curriculum, Levels C-D [Grades Three and Four]; Teacher's Guide. Eugene, University of Oregon, Oregon Elementary English Project, 1971. 49p. ED 075 831. Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, Attention Documents Coordinator).

Developed by the Oregon Elementary English Project, this curriculum unit introduces third and fourth graders to variations in language. Each lesson is accompanied by a statement of its purpose, suggested materials and procedures, possible extensions, and suggestions for student exercises. In addition to the tapes, a packet of supplementary pictures for use with an overhead projector is provided. (See ED 075 824 to ED 075 830 and ED 075 831 to ED 075 841 for related documents.)

223. Variation in Language: [Language Curriculum] Level VI [Grade Six]; Teacher's Guide. Eugene: University of Oregon, Oregon Elementary English Project, 1971. 41p. ED 075 840. Accompanying reel-to-reel tapes only available on loan by written request from ERIC Clearinghouse on Reading and Communication Skills, NCTE, 1111 Kenyon Road, Urbana, Ill. 61801, Attention Documents Coordinator).

Developed by the Oregon Elementary English Project, this curriculum unit focuses on variations in language and consists of fourteen lessons. Each lesson is accompanied by a statement of its purpose, a content description, suggested procedures for teaching the lessons, and possible extensions to the lesson. Supplementary materials include three tapes illustrating dialect differences. (See ED 075 824 to ED 075 828 and ED 075 841 for related documents).

224. Venezky, Richard L. Nonstandard Language and Reading. Elementary English, 47 (3): 334-345, March 1970.

Nonstandard Dialects, Reading Instruction, Disadvantaged Youth, Teaching Methods, Language Handicaps, Literacy, Language Programs, Cultural Differences, English (Second Language)

Compares effectiveness of methods for teaching reading to speakers of nonstandard English, including a 61-item bibliography on such instructions. This is a first article in a series on oral language research, sponsored by the National Conference on Research in English.

225. Vukelich, Carol. The Language of the Disadvantaged Child: A Deficient Language? 1973. 13p. ED 075 097.

Recent studies suggest that the language deficiency often attributed to disadvantaged children, especially disadvantaged black children, is not a language deficit so much as a difficulty in dialect switching. Ways in which the teacher can help the disadvantaged child use his dialect in the classroom to increase learning are presented.

226. Walden, James, Ed. Oral Language and Reading: Papers Collected From the 1967 Spring Institutes on the Elementary Language Arts. Champaign, Illinois, National Council of Teachers of English, 1969. 117p. ED 071 099.

Deals with the topics of how oral language is related to reading and how the English teacher can effectively exploit this relationship.

227. Williams, Frederick and Others. Relations Between Language Attitudes and Teacher Expectancy. American Educational Research Journal, 9 (2): 263-277, Spring 1972.

Teacher Attitudes, Expectation, Social Dialects, Minority Group Children, Performance Factors, Nonstandard Dialects, Cultural Images, Rating Scales, Tables (Data)

One of the most practical implications of this research is that the study of language variations in children, particularly minority group children, and attitudinal correlates be introduced into the curricula of teacher training.

228. Williams, Frederick and Others. Teacher's Evaluation of Children's Speech. Speech Teacher, 20 (4): 247-254, November 1971.

Sociolinguistics, Dialect Studies, Sociocultural Patterns, Speech Evaluation, Teacher Attitudes [Tertiary Response]

Discusses a series of studies in which the main concern is with how, or if, teachers have particular attitudes about the language of school children.

229. Williams, Frederick; Rundell, Edward E. Teaching Teachers to Comprehend Negro Nonstandard English. Speech Teacher, 20 (3): 174-177, September 1971.

Teacher Improvement, Negro Education, Negro Dialects, Classroom Communication

By analyzing a research experiment, it is shown that the teacher of black children should be taught significant elements of Negro nonstandard English.

230. Williams, Frederick; Whitehead, Jack L. Language in the Classroom: Studies of the [Pygmalion] Effect. April 1971. 6p. (This article appeared in English Record, 21 (4): 108-113, April 1971.) ED 053 130.

Present research involves teachers' attitudes. Just as the present studies imply a bias in teachers' attitudes toward nonstandardness, they also suggest ways to measure such bias and still more to gauge the effects of teacher training.

231. Willis, Clodius. The Development of an Automatic Dialect Classification Test. Final Report. New York: University of Rochester, July 1969. 181p. ED 041 263.

Acoustic Phonetics, American English, Artificial Speech, Auditory Perception, Dialect Studies, English, Perception, Phonology, Regional Dialects, Vowels.

Investigates and describes intra-subject, inter-subject, and inter-group variation in perception of synthetic vowels, as well as the possibility that inter-group differences reflect dialect differences.

232. Wolfram, Walter Andrew. Sociolinguistic Alternatives in Teaching Reading to Nonstandard Speakers. Reading Research Quarterly, 6 (1): 9-33, Fall 1970.

Sociolinguistics, Culturally Disadvantaged, Reading Materials, Teaching Methods, Negro Dialects, Socioeconomic Influences, Lower Class Students, Nonstandard Dialects, Reading Difficulty, Interference (Language Learning)

233. Wood, Barbara Sundene; Curry, Julia. Everyday Talk and School Talk of the City Black Child. Speech Teacher, 18 (4): 282-296, November 1969.

Dialects, Negro Students, Disadvantaged Youth, Oral English, Urban Education, Sociolinguistics, Speech Evaluation, Language Styles, Standard Spoken Usage [Chicago]

234. Woodworth, William D.; Salzer, Richard T. Black Children's Speech and Teachers' Evaluations. Urban Education, 6 (2/3): 167-173, July/October 1971.

Negro Dialects, Nonstandard Dialects, Negro Students, Teacher Attitudes

235. Yonemura, Margaret. Developing Language Programs for Young Disadvantaged Children. Practical Suggestions for Teaching Series. 1969. 81p. (Document available from Teachers College Press, New York, N. Y. 10027; $2.50).

Essential considerations about non-standard usage and developmental-educational needs of disadvantaged children between the ages of three and five years are discussed along with the ideal roles of teacher, paraprofessional, and parent in developing language programs. Means for designing and outlining a language development program for teaching standardized English usage are also described.

236. Zuck, Louis V.; Goodman, Yetta M., Comps. Social Class and Regional Dialects: Their Relationship to Reading: An Annotated Bibliography. Newark, Delaware, International Reading Association, 1971. 14p. ED 071 058.

Research, pedagogical implications for reading, and the exploration of issues surrounding social dialects and reading are addressed in this annotated bibliography.

II. SOCIOLINGUISTICS AND PHONOLOGY

**237. Abrahams, Roger D. "Talking My Talk": Black English and Social Segmentation in Black Communities. Florida FL Reporter, 10 (1-2): 29-38, 58 Spring-Fall 1972.

American English, Negro Dialects, Sociolinguistics, Speech Skills, Black Community, Ethnic Groups, Oral Communication, Sociocultural Patterns

Earlier version of this article was read at the Conference on Continuities and Discontinuities in Afro-American Societies and Cultures, Mona, Jamaica, April 2-4, 1970.

238. Abrahams, Roger D. The Training of the Man of Words in Talking Sweet. Language in Society, 1 (1): 15-29, April 1972.

Black Community, Social Dialects, Teaching Methods, Diglossia, Negro Dialects, Nonstandard Dialects, Standard Spoken Usage, Social Influences, Creoles, Language Styles

Explores how a speech variety close to oratorical standard English is learned in one Afro-American peasant community in the West Indies. Material gathered during two field trips, one supported by a John Simon Guggenheim Foundation fellowship and the other by a National Institute of Mental Health grant.

239. Abrahams, Roger D.; Troike, Rudolph C., eds. Language and Cultural Diversity in American Education. 1972. 339p. (Document available from Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632; $7.95-cloth, $4.95-paper).

American English, Attitudes, Cultural Background, Cultural Differences, Cultural Interrelationships, Cultural Traits, Negroes, Nonstandard Dialects, Social Dialects, Social Disadvantagement, Sociolinguistics, Standard Spoken Usage, Success Factors,

Teacher Attitudes

Major aim here is to teach present or prospective teachers how to recognize the linguistic and cultural differences of their students.

240. Abrams, Charles; Kilodny, Robert. The Language of Cities: A Glossary of Terms. 1971. 370p. (Document available from The Viking Press, Inc., 625 Madison Avenue, New York, N. Y. 10022; $10.00).

Identifies and defines approximately a thousand words, terms, and slang applied to city life. Three goals exist for this limited glossary: 1) identifying some of the most relevant urban terms for the expert and layman; 2) defining them simply and accurately, expanding on the definition where clarification is necessary; and, 3) adding the author's personal opinions or biases where he considers them useful and relevant.

241. Adler, Sol. Dialectal Differences and Learning Disorders. Journal of Learning Disabilities, 5 (6): 344-350, June-July 1972.

Exceptional Child Education, Culturally Disadvantaged, Nonstandard Dialects, Language Role, Communication Problems, Learning Difficulty, Psycholinguistics

Discussed here are the effects of linguistic conflicts between teachers' or clinicians' use of standard English and students' use of nonstandard English. Use of auditory contrastive analyses is suggested for development of better communication and reduction of the cultural/linguistic barrier.

242. Adler, Sol. Dialectal Differences: Professional and Clinical Implications. Journal of Speech and Hearing Disorders, 36 (1): 90-100, February 1971.

Disadvantaged Youth, Nonstandard Dialects, Speech Therapists, Language Role

The relevancy of standard versus nonstandard speech and language patterns is examined relative to its impact upon academic training of speech clinicians and upon clinical competencies.

243. Agard, Frederick B. Language and Dialect: Some Tentative Postulates. Linguistics, 65: 5-24, January 1971.

Languages, Dialects, Mutual Intelligibility, Deep Structure, Surface Structure, Morphology (Languages), Phonology, Syntax, Grammar, Diachronic Linguistics

244. Ali, Florence. Do You Know Where I Come From? Use of English, 21 (1): 35-37, Fall 1969.

English Instruction, English Diachronic Linguistics, Regional Dialects, Teaching Techniques, Elementary Education, Phonetic Transcription, Pronunciation, Language Usage, Vocabulary

Described here are several effective techniques for teaching students about the phonetic alphabet and about such aspects of speech as slang, jargon, colloquialisms, and regional dialects.

245. Anderson, Edmund A. A Grammatical Overview of Baltimore Non-standard Negro English. Baltimore, Md., Johns Hopkins University, Center for the Study of Social Organization of Schools, May 1970. 108p. ED 042 849.

An overview of the most frequently recurring grammatical structures in the speech of ten to twelve-year old black children from lower socioeconomic neighborhoods in Baltimore. Presented here are the similarities between Baltimore Non-standard Negro English (BNNE) and Standard English (SE) as well as the differences, using a structural approach.

246. Anshen, Frank. Creoles and Copulas. November 1970. 9p. (Paper delivered at the Creole Symposium of the Fall meeting of the American Anthropological Association, San Diego, California, November 1970) ED 045 990.

Examines the conclusions reached by other scholars that BE's affinities are more with Creole languages than with SE, and considers the copula in several Creoles West African Pidgin, Gullah, and Haitian Creole) in order to determine the extent to which copula absence can be taken as evidence of the Creole nature of BE.

**247. Anshen, Frank. Some Statistical Bases for the Existence of Black English. Florida FL Reporter, 10 (1-2): 19-20, Spring-Fall 1972.

Synchronic Linguistics, American English, Negro Dialects, Experiments, Statistical Analysis, Tables (Data), Phonological Units, Dialect Studies

248. Armstrong, Ann H. Speech Therapy and the Culturally Different Student. 1972. 15p. (Portions of this paper were presented at the Annual Convention of the American Psychological Association; 80th, Honolulu, September 1972.) ED 070 078.

Emphasizes that nonstandard English is a fully developed, highly structured language which is simply different from standard English and that this view holds significant implications for the field of speech pathology.

249. Atwood, E. Bagby. A Survey of Verb Forms in the Eastern United States. 1953. 53p. (Document available from University of Michigan Press, Ann Arbor, Michigan 48106; $4.50).

Traces the geographical spread and also the social distribution of the linguistic features treated in the "Linguistic Atlas of the United States and Canada, "which was based on atlas field records covering the entire Eastern United States.

250. Bachmann, James K. Field Techniques in an Urban Language Study. March 1970. 8p. (Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970)

Hypothesizes that Negro children and adults show a higher proportion of nonstandard grammatical forms than do the corresponding white children and adults, and that the children show proportionately higher nonstandard usage than do their parents. Discussed also are methods used to collect and analyze data, and recommendations for selecting informants, questionnaires and outside consultants.

*251. Bailey, Beryl Loftman. Language and Communicative Styles of Afro-American Children in the United States. Florida FL Reporter, 7 (1): 46, 153, Spring/Summer 1969. (Paper presented at the annual meeting of the American Educational Research Association in Chicago, February 1968).

Negro Dialects, TENL, Language Styles, Cultural Differences, Cognitive Ability, Syntax, Time Perspective, Child Language, Nominals, Verbs

252. Bailey, Charles-James N. Black English. Honolulu, University of Hawaii, Department of Linguistics, [1970]. 22p. (Paper presented as part of a military lecture series given by the Division of Continuing Education and Community Service Speakers' Bureau of the University of Hawaii to military personnel at Schofield Barracks and Fort Shafter; also appeared in "Working Papers in Linguistics," 2 (6): July 1970) ED 043 857.

Child Language, Dialect Studies, Grammar, Guilian, Language Styles, Negro Dialects, Phonology, Social Attitudes, Sociolinguistics, TENL

Investigates the origins and present status of Black English. Argues against Bereiter's assumptions and contrasts them with those of Labov, Stewart, Fasold, and others.

253. Bailey, Charles-James N. Building Rate Into a Dynamic Theory of Linguistic Description. Honolulu, University of Hawaii, Department of Linguistics, December 1970. 71p. ED 045 970. (HC-Available from Author, Department of Linguistics, University of Hawaii, Honolulu, Hawaii 96822).

Study of linguistic change done within the "dynamic paradigm" of linguistic description, in which the strict dichotomy between diachronic and synchronic linguistics found in "static paradigms" is not maintained; the chief purpose here is to indicate how rate could be built into a linguistic description of sound change.

254. Baratz, Joan C. Language and Cognitive Assessment of Negro Children: Assumptions and Research Needs. Florida FL Reporter, 7 (2): 11-14, Fall 1969.

Child Language, Cognitive Ability, Negro Dialects, Psychological Studies, Psycholinguistics, Negro Youth, Research Needs, Phonology, Grammar, Standard Spoken Usage

Compared here are the linguist's treatment of the speech of Negro children with that of educational psychologists such as Bereiter and Engelmann; deficiencies of the latter point of view are demonstrated.

255. Belmore, Nancy Fargo. Varieties of English. [1970] 11p. (This article appeared in "ATEQ [Association of Teachers of English of Quebec] Journal" [Special Issue No. 1, Teaching English as a Second Language], III. 2, 1970.) ED 043 028 MF-$0.65; HC-$3.29; Document also available from Etudes Anglaises, Universite de Montreal, C. P. 6128, Montreal, Quebec).

Discussed here is the phenomena of "variety," which is defined as a "unique configuration of linguistic features." These features characterize the language of conversation, unscripted commentary, religion, newspaper reporting, and legal documents.

256. Berdan, Robert; Pfaff, Carol W. Sociolinguistic Variation in the Speech of Young Children: An Experimental Study. Los Alamitos, California, Southwest Regional Library for Educational Research and Development, 1972. 19p. ED 067 695.

Thirty black and Anglo kindergarten children from lower and middle income neighborhoods were asked to respond to three different tasks in an effort to investigate seven phonological and syntactical features of Black English and to determine the utility of each elicitation procedure.

257. Bernstein, Basil, ed. Class, Codes and Control. Volume 2, Applied Studies Towards a Sociology of Language. 1973 377p. (Available from Routledge & Kegan Paul, 9 Park Street, Boston, Massachusetts 02108; $16.50).

Collection of studies divided into four parts, each concentrating in a particular area of psycholinguistics or sociolinguistics.

258. Billiard, Charles and Others. Identification of Dialect Features Which Affect Both Social and Economic Opportunity Among the Urban Disadvantaged. Final Report. Lafayette, Indiana, Purdue University, August 1969. 319p. ED 038 483

Purposes of this study were to determine which dialect features associated with particular classes and ethnic groups are unacceptable by the dominant culture in an urban community (Fort Wayne, Indiana), and to suggest implications of the findings for teaching of English language arts and skills.

259. Bondurant, Slettie Vera. Black English: Detention Camp Without Walls. Freedomways, 13 (2): 157-159, Spring 1973.

Negro Dialects, Social Class, Reading Instruction, Language Handicaps, Lower Class Students, Negro Students, English Instruction, Teaching Methods, Early Experience

Argues that since the black child is handicapped not so much by a lack of reading skills but more by certain phonic sounds he is forced to memorize, black language will not aid him in learning English.

260. Brewer, Jeutonne. Possible Relationships Between African Languages and Black English Dialects: Implications for Teaching Standard English as an Alternate Dialect. December 1970. 17p. (Paper presented at the Annual Meeting of the Speech Communication Association; 56th, Atlanta, December 1970) ED 058 184.

African Culture, Comparative Analysis, Course Content, Diachronic Linguistics, English Instruction, Grammar, Language Development, Negro Dialects, Negro History, Research, Slavery, Social Influences, Speech, Standard Spoken Usage, Theories, Verbs

Concerned with the historical aspects of Black English in light of recent descriptive studies.

261. Bronstein, Arthur J. and Others. A Sociolinguistic Comment on the Changing Attitudes Toward the Use of Black English and an Experimental Study to Measure Some of Those Attitudes, December 1970. 19p. (Paper presented at the Annual Convention of the Speech Communication Association, 56th, New Orleans, December 1970) ED 051 226.

The increasingly widespread controversy surrounding the subject of Black English is the subject of this document. Part I reports an experimental study undertaken to determine attitudes of some educators toward Black English, and Part II takes a closer look at these attitudes.

262. Butters, Ronald R. Competence, Performance, and Variable Rules. Language Sciences, (20): 29-32, April 1972.

Nonstandard Dialects, Linguistic Competence, Linguistic Performance, Linguistic Theory, Grammar, Language, Negro Dialects, American English, Language Research, Speech

263. Cassidy, F. G. The DARE Project at the End of 1970. American Dialect Society, 1970. 10p. ED 060 006.

Progress made in the DARE Project, begun in 1965 with the purpose of producing a "Dictionary of American Regional English," is described.

264. Cazden, Courtney B. et al. Going Home and Making It: The Attitudes of Black People Toward Language Education. HGSEA Bulletin, 14 (3): 4-9, Spring 1970. (Based on a longer report with the same title, presented at the Lincolnland Conference on Dialectology, Eastern Illinois University, March 1970).

Language Instruction, Black Community, Negro Attitudes, Southern Citizens, Interviews, Community Attitudes, Parent Attitudes, Teacher Attitudes, Negro Dialects, Preschool

265. Claerbaut, David. Black Jargon in White America. 1972. 89p. (Document available from William B. Eerdmans Publishing Co., 255 Jefferson Ave., S.E., Grand Rapids, Michigan 49502; $1.95).

Discusses the special jargon used by black people in the United States. The last section of the book is a dictionary providing samples of black jargon, with an emphasis on terms used nationwide by urban blacks. The dictionary is cross-referenced and provides parts of speech for most of the words and phrases.

266. Clark, Earl D. Phonological Dissonance: A Second Look at Selected Basic Concepts in the Learning-to-Read Process. Reading World, 12 (1): 47-61, October 1972.

Phonology, Regional Dialects, Reading Processes, Standard Spoken Usage, Beginning Reading, Reading Instruction

267. Cohen, Karen M.; Kimmerling, Flo Gryn. Attitudes Based on English Dialect Differences: An Analysis of Current Research. Cambridge, Mass., Language Research Foundation, July 1971. 54p. (This paper appeared in "Language Research Report No. 4") ED 056 579.

Organizes and evaluates 18 studies dealing with attitudes based on language differences which people possess toward others. Special consideration is given to the area of teacher-student relationships.

268. Cole, David W. An Ephraimite Perspective on Bidialectalism. College Composition and Communication, 23 (5): 371-372, December 1972.

Speech, Dialects, Evaluation, Linguistics, Oral English, Nonstandard Dialects, Allegory, TENL

An allegorical argument favoring the use of both standard dialect and nonstandard dialects in English speech.

269. Davis, A. L., ed. Culture, Class, and Language Variety: A Resource Book for Teachers. (Revised edition) Champaign, Illinois: National Council of Teachers of English, 1972. 222p. (Document available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801; NCTE Stock Number 24636; $5.75, $5.20 to NCTE members).

Eleven articles illustrating linguistic and methodological considerations concerning culture, class, and language variety are compiled in this text. It is suggested that a familiarity with the ideas in this book will enable teachers of the disadvantaged to improve their linguistic perspectives and teaching skills.

270. Davies, Alan. The Notion of Register. Educational Review, 22 (1): 64-77, November 1969.

Language Classification, Language Styles, Sociolinguistics, Language Typology, Language Role, Multilingualism, Structural Analysis, Sentence Structure

People tend to tailor their language to fit a particular situation, A person's choice of words in describing a burglary might be innovative. Similarly, an adult conversing with a child might alter his vocabulary to communicate his thoughts.

271. Davis, Lawrence M. A Study of Appalachian Speech in a Northern Urban Setting. Final Report. Chicago: Illinois Institute of Technology, Center for American English, June 1971. 63p. ED 061 205.

Presents an analysis of the speech of twenty-five informants, who were born in eastern Kentucky or southern West Virginia. The phonological data is described in terms similar to the Chomsky-Halle feature analysis of English.

272. DeCamp, David. Hypercorrection and Rule Generalization. Language in Society, 1 (1): 87-90, April 1972.

Linguistic Theory, Standard Spoken Usage, Nonstandard Dialects, Sociolinguistics, Social Dialects, Generalization, Social Factors

273. DeCamp, David. Implicational Scales and Sociolinguistic Linearity-December 1969. December 1969. 22p. (Revised version of a paper presented at the 44th annual meeting of the Linguistic Society of America, San Francisco, California, December 1969) ED 036 787.

Introduces the idea of sociolinguistic competence, the ability of a speaker to produce and recognize an infinite number of inter-idiolectal code switches, and discusses two methods of dealing with such language variations: frequency analysis and implicational analysis.

274. DeStefano, Johanna S. Black Attitudes Toward Black English: A Pilot Study. Florida FL Reporter, 9 (1-2): 23027, Spring/Fall 1971.

Negroes, Attitudes, Nonstandard Dialects, Black Community, Language Patterns, Negro Dialects, Reading Instruction, Surveys, Questionnaires, Cultural Differences

275. DeStefano, Johanna S. Language, Society, and Education: A Profile of Black English. 1973. 326p. (Available from Charles A. Jones Publishing Company, 4 Village Green, S.E., Worthington, Ohio 43085; $8.95-cloth).

Selections in this book reflect a concern for understanding urban ghetto vernacular and its implications for teachers.

276. Dilliard, J. L. Black English in New York. April 1971. 7p. (This article appeared in English Record, 21 (4): 114-120, April 1971.) ED 053 136.

African Languages, English, Language Development, Negro Culture, Negro History, Nonstandard Dialects, Tenl

Traces the history of Black English.

277. Dilliard, J. L. The DARE-ing Old Men on Their Flying Isoglosses, or, Dialectology and Dialect Geography. Florida FL Reporter, 7 (2): 8-10, 22, Fall 1969.

Dialect Studies, Social Dialects, Regional Dialects, Sociolinguistics, Negro Dialects, Social Factors

(cont.)

Asserting that all dialect variation is accountable for in terms of social factors, strongly criticizes the methods, assumptions and conclusions of geography-oriented dialectology.

*278. Dilliard, J. L. How to Tell the Bandits From the Good Guys, or, What Dialect to Teach? Florida FL Reporter, 7 (1): 84-85, 165, Spring/Summer 1969.

American English, Regional Dialects, Standard Spoken Usage, English Education, Diglossia, Reading Instruction, Dialect Study, Negro Dialects

Advocates the recognition of a "consensus dialect" of American English, which could be used for educational purposes throughout the United States.

**279. Dilliard, J. L. On a Context for Dialect Data: The Case of Black English. Florida FL Reporter, 10 (1-2): 17-18, 53-54, Spring-Fall 1972.

Dialect Studies, American English, Negro Dialects, Data Collection, Evaluation, Research Methodology, Atlases, Linguistic Theory, Creoles

A rebuttal to Lawrence M. Davis' "Social Dialectology in America," Journal of English Linguistics, March 1970, p. 46-56.

280. Di Pietro, Robert J. Bilingualism and Bidialectalism. February 1970. 15p. (Paper presented at the 1970 Spring Institute on Teaching English as a Second Language and as a Second Dialect, Tallahassee, Florida, February 13-17, 1970) ED 061 824.

Discusses and compares bidialectalism and various types of bilingualism, and the educational considerations presented by each.

281. Dorian, Nancy C. Grammatical Change in a Dying Dialect. Language, 49 (2): 413-438, June 1973.

Dialect Studies, Diachronic Linguistics, Descriptive Linguistics, Indo European Languages, Bilingualism, Case (Grammar), Verbs, Tables (Data), [Gaelic, Scotland]

282. Ervin-Tripp, Susan H. Early Childhood Education: Children's Sociolinguistic Competence and Dialect Diversity. National Society for the Study of Education Yearbook, 71 (pt. 2): 123-160, 1972.

Early Childhood Education, Sociolinguistics, Linguistic Competence, Comparative Analysis, Social Dialects, Test Bias, Literature Reviews, Socioeconomic Influences, Research Needs

(cont.)

Focuses on both comparative studies and developmental sociolinguistics and suggests some research problems, with particular attention to social dialects.

283. Fasold, Ralph W.; Wolfram, Walt. Some Linguistic Features of Negro Dialects. Language Speech and Hearing Services in Schools, 3 (4): 16-49, 1972.

Dialect Studies, Negro Dialects, Descriptive Linguistics, Grammar, Phonology, Synchronic Linguistics, TENL, Sociolinguistics, Standard Spoken Usage, Annotated Bibliographies

284. Fickett, Joan G. Aspects of Morphemics, Syntax, and Semology of an Inner-City Dialect (Merican). (Ph.D. Dissertation, State University of New York at Buffalo). September 1970. 139p. (Document available from Meadowood Publications, West Rush, New York 14587; $6.00).

Contains a linguistic description of the language of the inner city.

285. Fishman, Joshua A. Bilingual and Bidialectal Education: An Attempt at a Joint Model for Policy Description. Quebec, Canada: Laval University, International Center on Bilingualism, November 1971. 12p. (This paper appeared in "Conference on Child Language," preprints of papers presented at the Conference, Chicago, Illinois, November 22-24, 1971, p356-367.) ED 060 751.

Questions whether the same theoretical model of educational policy decisions can be used for bilingual as well as bidialectal education.

286. Folb, Edith A. A Comparative Study of Urban Black Argot. Final Report. Los Angeles: University of California, March 1972. 162p. ED 066 758.

A current vocabulary of argot terms and meanings was collected from a Black male control group in the South Central Los Angeles ghetto. This lexicon was used to elicit and compare responses from 5 male groups of youths between 15 and 20 years old, black and white. Results showed that blacks were aware of the argot while whites living in close proximity to blacks were not.

287. Foley, Lawrence Mason. A Phonological and Lexical Study of the Speech of Tuscaloosa County, Alabama (Ph.D. Dissertation, University of Alabama). 1969. 149p. (Document available from University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106; Order #70-9346; MF-$4.00; Xerography-$10.00).

Examines the lexical and phonological features in the speech of 27 native informants of Tuscaloosa County, Alabama which show distinctive regional or social distribution.

288. Foreit, Karen G.; Donaldson, Patricia L. Dialect, Race, and Language Proficiency: Another Dead Heat on the Merry-Go-Round. Child Development, 42 (5): 1572-1574, November 1971.

Language Research, Negro Dialects, Disadvantaged Youth, Language Skills, Research Methodology, Imitation, Standard Spoken Usage, Evaluation

Suggests a reanalysis of the data and a replication of the experiment described by J. S. Baratz in a previous issue of Child Development.

289. Fox, Sister Anthony Mary. Standard English vs. The Black Dialect. Clearing House, 47 (4): 204-208, December 1972.

American English, Language Patterns, Language Skills, Language Standardization, Language Usage, Negro Dialects, Negro Students

290. Fraser, Bruce. Non-Standard English. Washington, D. C., Center for Applied Linguistics, ERIC Clearinghouse for Linguistics, April 1970. 22p. (This article was prepared as part of "Information Analysis Planning Effort for the Contract Year 1969/70, Final Report.") ED 045 960.

Reviews recent research in the area of nonstandard English: the major results to date, the significance of this research for education, and suggestions for further research.

291. Friendly, Michael L.; Glucksberg, Sam. On the Description of Subcultural Lexicons: A Multidimensional Approach. Journal of Personality and Social Psychology, 14 (1): 55-65, January 1970.

Social Dialects, Subculture, College Students, Language Research, Behavior Patterns, Group Behavior, Peer Relationship, Social Attitudes, Personality Characteristics, Vocabulary

Examines a study in which 15 freshman and 15 seniors at Princeton University used 60 trait adjectives, 20 of which were student slang, to describe people they knew; confirms that multidimensional scaling (MDS) reflects changes in semantic structure as a function of group membership.

292. Garvey, Catherine; Dickstein, Ellen. Levels of Analysis and Social Class Differences in Language. Baltimore, Md., Johns Hopkins University, Center for the Study of Social Organization of Schools, October 1970. 18p. ED 043 003.

Negates the previously-held assumption that certain differences in speech behavior can be related to the social characteristics of speakers.

293. Greenberg, Joseph H. and Others. Linguistics in the 1970's. Washington, D. C., Center for Applied Linguistics, [1971]. 78p. (This is a prepublication edition of papers delivered at a briefing at the Smithsonian Institution, November 12, 1970.) ED 045 991. (HC-Available from Publications Department, Center for Applied Linguistics, 1717 Massachusetts Ave., Washington, D. C. 20036; $3.00).

Applied Linguistics, Child Language, Diachronic Linguistics, Language Instruction, Language Research, Language Role, Linguistics, Linguistic Theory, Phonology, Second Language Learning, Sociolinguistics, Suprasegmentals, Transformation Generative Grammar

294. Greenberg, S.; Formanek, R. Social Class Differences in Spontaneous Verbal Interactions. February 1971. 9p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February 1971) ED 047 306.

Study described here was intended to test Basil Bernstein's contention that different types of speech patterns can be identified for lower and middle class children, and that lower class children may, because of their speech behavior, have difficulty in performing cognitive tasks necessary for success in the school situation.

295. Griffith, Jerry; Miner, L. E., eds. The First Lincolnland Conference on Dialectology. 1970. 188p. (Document available from University of Alabama Press, University, Alabama).

Articulation (Speech), Bibliographies, Child Language, Dialect Studies, Disadvantaged Groups, Distinctive Features, Language Handicaps, Language Instruction, Negro Dialects, Phonology, Social Dialects, Speech Pathology, Tenl, Transformation Generative Grammar

296. Gumperz, John J. Sociolinguistics and Communication in Small Groups. Berkeley, University of California, Language and Behavior Research Lab., April 1970. 32p. ED 042 171.

Reviews some recent research on the relationship of group processes and cultural milieux to choice of linguistic form and its implications for problem solving in small (minority) groups.

297. Gumperz, John J. Studies in the Acquisition of Communicative Competence. Final Report. Berkeley, University of California, Language and Behavior Research Lab., August 1970. 14p. ED 047 302.

A number of studies on the acquisition of communicative competence (the ability to communicate effectively in natural social settings) in varying cultural and social settings are described. The emphasis is on empirical investigations to test current speculations on psychological mechanisms for learning language and other human communicative abilities.

298. Gumperz, John J. Verbal Strategies in Multilingual Communication. Berkeley, University of California, Language and Behavior Research Lab., June 1970. 22p. ED 042 173.

Ability Grouping, Biculturalism, Bilingualism, Bilingual Students, Classroom Communication, Communication (Thought Transfer), Cultural Background, Cultural Pluralism, Language Styles, Language Usage, Mexican Americans, Negro Dialects, Social Factors, Sociolinguistics, Teacher Attitudes, Teacher Role [Code Switching]

Deals with the phenomenon of code switching among bilinguals and bidialectals.

299. Hall, Richard W. A Muddle of Models: The Radicalizing of American English. English Journal, 61 (5): 705-710, May 1972.

American English, Language Usage, Social Dialects, Models, Cultural Differences, Standard Spoken Usage, Subculture, Linguistics, Semantics, Imitation

If we can change unconscious imitation of models into conscious decision-making of preferred speech, we will have made a sizeable advance in the whole matter of speech usage.

300. Hall, William S. Variations in the Structure and Use of Standard English. Final Report. New Jersey: Princeton University, February 28, 1973. 45p. ED 074 526.

Reports on experiments conducted to determine: (1) the developmental differences between standard and nonstandard speech; (2) to what extent the differences are sex and social class bound; (3) to what extent the nonstandard variant is racially bound. Results revealed that socioeconomic status, race, age, and sex were not equal determiners.

301. Hayes, Alfred S.; Taylor, Orlando L. A Summary of the Center's "Bala" Project. Linguistic Reporter, 13 (4): 1-4, Fall 1971.

Attitudes, Nonstandard Dialects, Learning, Dialects, Applied Linguistics,

Anthropology, Teacher Alienation, Language Role, Language Research, Student Alienation

Project supported by the Ford Foundation to investigate the effects of language and dialect differences on school learning.

302. Heiser, Mary Margaret. Linguistic Atlases and Phonological Interpretation. Linguistics, 80: 56-64, March 1972. (Shortened version of paper presented in New York City, March 14, 1970, at the Fifteenth Annual National Conference on Linguistics sponsored by The International Linguistic Association).

Regional Dialects, Atlases, Descriptive Linguistics, Research Problems, Phonological Units, Dialects, Synchronic Linguistics, Dialect Studies, [France]

303. Hendrick, Ann. Comparative Dialects: English, Vocabulary. 5112.23. Miami, Florida, Dade County Public Schools, 1971. 24p. (An Authorized Course of Instruction for the Quinmester Program) ED 066 749.

A course to make students aware of the patterns of the different dialects of American English is offered by the Dade County Public Schools. Designed to foster tolerance for other ways of speaking, the quinmester program helps students to determine their own dialect and to compare it with alternative forms of speech.

304. Hendrickson, R. H. ESL--Who Needs It? New York State English Council, April 1971. 6p. (This article appeared in English Record, 21 (4): 47-52, April 1971, Special Anthology Issue and Monograph 14.) ED 053 605 .

Deep Structure, English (Second Language), Language Instruction, Language Skills, Linguistic Competence, Linguistic Performance, Minority Groups Native Speakers, Nonstandard Dialects, Surface Structure, Tenl, Transformation Theory (Language)

Discusses the difference between learning a second language and learning a second dialect.

305. Hoffman, Melvin J. Bi-dialectalism Is Not the Linguistics of White Supremacy: Sense Versus Sensibilities. English Record, 21 (4): 95-98, 99-102, April 1971.

English (Second Language), Standard Spoken Usage, Racism, Educational Objectives, English Instruction, Nonstandard Dialects, Second Language Learning, Linguistic Competence, Educational Philosophy, Language Handicaps

Presented here is an exposition and refutation of two writers taken as representative of those accusing linguists who support the teaching of Standard English as a second language of covert racism.

306. Hooper, Peggy P.; Powell, Evan R. Note on Oral Comprehension in Standard and Non-Standard English. Perceptual and Motor Skills, 33 (1); 34, August 1971.

Listening Comprehension, Nonstandard Dialects, Language Tests, Rural Environment, Southern Schools, Language Research Language Development, Task Performance, Performance Factors, English (Second Language)

307. Hopper, Robert and Others. Speech Characteristics and Employability. Technical Report. Austin: University of Texas, Center for Communication Research, 1972. 24p. ED 067 713.

Investigates the hypothesis that an employer's hiring decisions are influenced by certain speech characteristics of prospective employees. The results demonstrated that employers seem to base judgments about intelligence, job competence, self-assurance, agreeability, and ethnicity on speech characteristics.

308. Houck, Charles L.; Bowers, John Waite. Dialect and Identification in Persuasive Messages. Language and Speech, 12: 180-186, July-September 1969.

Regional Dialects, Identification, Persuasive Discourse, Behavioral Science Research, College Students, Northern Schools, Response Mode, Communication Skills, Attitudes, Concept Formation

309. Houston, Susan H. Child Black English in Northern Florida: A Sociolinguistic Examination. Atlanta, Georgia: Southeastern Education Laboratory, September 1969. 57p. ED 035 879.

It is felt that the chief differences between Black English (BE) and white English (WE) are phonological and not syntactic. Reports on a sociolinguistically-oriented examination of that variety of English spoken by children in rural northern Florida (CBE/FLA). Appended is a sample transcription of "The Three Little Pigs," as told by a verbally gifted 11-year-old boy in CBE/FLA.

310. Houston, Susan H. Competence and Performance in Child Black English. Language Sciences, (12): 9-14, October 1970.

Negro Dialects, Child Language, Linguistic Competence, Linguistic Performance, Sociolinguistics, Language Styles, Syntax, Phonology

Dealing with the differences between the school and non-school language of black children, uses a "contingency grammar," which considers all speakers of a language to have the identical linguistics competence but includes a level of "systematic performance" to account for dialectal and other systematic differences.

311. Hutchinson, Bonnie. Slurish. English Journal, 60 (3): 361-362, March 1971.

Language Usage, Dialects, Speech, Pronunciation, Speech Habits, Standard Spoken English

Defines "Slurish" as the dialect which results from North American English-speakers' "tendency to eliminate less emphatic syllables and run together the sounds which are left, frequently omitting consonants." Also included here is a brief glossary of such terms.

312. Imhoof, Maurice. Extending Language Action. Language Learning, 22 (2): 189-201, December 1972.

TENL, Sociolinguistics, Nonstandard Dialects, Socioeconomic Background, Cultural Background, Social Dialects, Black Community, Applied Linguistics, Diagrams

313. Ionescu, Liliana. Transformational Grammar and Dialect Typology. Language Sciences, (15): 15-19, April 1971.

Transformation Theory (Language), Transformation Generative Grammar, Dialects, Romanian, Dialect Studies, Traditional Grammar, Structural Grammar, Phonology, Language Classification, Linguistic Theory

314. Jacobson, Rodolfo, ed. Studies in English to Speakers of Other Languages and Standard English to Speakers of Non-Standard Dialect. Monograph No. 14. New York: New York State English Council, 1971. 194p. ED 068 984.

Suggesting that America should strive for linguistic and cultural pluralism, this special issue gathers in one place the latest thoughts of scholars on topics related to the concept of cultural pluralism, i.e., English to speakers of other languages (ESOL) and standard English to speakers of a nonstandard dialect (SESOD).

315. Jones, Esmor. The Language of Failure: Retrospect. English in Education, 4 (3): 6-10, Fall 1970. (Appeared originally in Impact: Journal of the New York State Association for Supervision and Curriculum Development).

English Instruction, Language Handicapped, Conferences, Teacher Seminars, TENL, Program Planning, Disadvantaged Youth, [United States, United Kingdom]

Report on the origin, planning, and conclusions of the Anglo-American Seminar on Teaching English to the Linguistically Deprived (Walsall, England, June 1968).

316. Jordon, June. White English: The Politics of Language. Black World, 22 (1): 4-10, August 1973.

Negro Dialects, Political Attitudes, Majority Attitudes, American English, Political Power, Discriminatory Attitudes (Social), Racial Discrimination, Negro Attitudes, Negro Students, Social Welfare

317. Key, Mary Ritchie and Others. Some Linguistic and Stylistic Features of Child Black English. 1971. 24p. (In "Preprints of the Conference on Child Language," held in Chicago, Illinois, November 22-24, 1971, p170-192) ED 066 938.

Points out some linguistic and stylistic features of Black English as spoken by children and discusses the occurrence of particular language patterns.

318. Kurath, Hans. A Word Geography of the Eastern United States. 1967. 251p. (Document available from University of Michigan Press, Ann Arbor, Michigan 48106; $4.95).

Study based on the "Linguistic Atlas," is concerned with the regional and local vocabulary of the Eastern United States.

319. Labov, William. The Linguistic Consequences of Being a "Lame." Language in Society, 2 (1): 81-115, April 1973.

Sociolinguistics, Negro Dialects, Social Dialects, Oral Communication, Inner City, Black Community, Urban Culture, Speech Habits, Tables (Data), Diagrams

To be "lame" in Black English means to be outside of any vernacular peer group and its culture.

*320. Labov, William. The Logic of Non-Standard English. Florida FL Reporter, 7 (1): 60-74, 169, Spring/Summer 1969. (Slightly revised version of a paper presented, in part, at the Georgetown University 20th Round Table, Washington, D. C., March 1969).

Nonstandard Dialects, Standard Spoken Usage, Sociolinguistics, Concept Formation, Negro Dialects, Verbal Ability, Cultural Disadvantagement, Logical Thinking, Educational Psychology, Learning Difficulties

Takes issue with the widely-held notion that urban black children are verbally deprived.

321. Labov, William. Negative Attraction and Negative Concord in English Grammar. Language, 48 (4): 773-818, December 1972. (Preliminary version of this paper was presented at the 1968 winter meeting of the Linguistic Society of America, New York City, based upon work supported by the Office of Education as a Cooperative Research Project).

Comparative Analysis, Descriptive Linguistics, English, Grammar, Language Research, Language Usage, Negative Forms (Language), Negro Dialects, Research Methodology, Semantics

322. Laird, Charlton and Others. [Linguistic Approach to the Study of the American Language]. Maryland: Baltimore City Public Schools, 1967. 83p. (This article appeared in the "Baltimore Bulletin of Education, A Journal of the Public Schools," 43 (2-4): 1-80, 1966-67.) ED 049 265.

Reports on condensations of tape-recorded lectures and discussions from a workshop which trained a nucleus of Baltimore City Public School personnel in new approaches to the study of the English language. A list of references for language and linguistics is also included.

323. Lakoff, Robin. Language and Woman's Place. Language in Society, 2 (1): 45-80, April 1973.

Sociolinguistics, Feminism, Sex Discrimination, Vocabulary, Standard Spoken Usage, Womens Studies, Social Values, Speech Habits, Linguistic Theory

324. Lee, Richard R. Effects of Age on Student Perception of Social Dialects. Final Report. Tallahassee: Florida State University, Department of Speech. June 1971. 12p. ED 053 134.

Study built on the hypothesis that linguistic cues distinguish the speech of the poor and the ethnically different. It does not support the viability of dialect as a reliable cue in social perception.

325. Lee, Richard R. Preliminaries to Language Intervention. Quarterly Journal of Speech, 56 (3): 270-276, October 1970.

Nonstandard Dialects, Communication Problems, English, Language Usage, Language Standardization, Oral Communication, Communication Skills, Listening Skills

Recommends that the speech communication profession "provide models of speech communication across social-class boundaries that reflect with equal care the attitudes of both communicators."

326. Lin, San-Su C. "Standard Dialects" and Substandard Worlds. English Education, 1 (3): 140-148, Spring 1970. (Paper presented at the annual Conference on English Education; 7th, Syracuse, New York, March 29, 1969).

Standard Spoken Usage, Nonstandard Dialects, Human Relations, Language Patterns, Disadvantaged Youth, Social Dialects, Discriminatory Attitudes (Social), Educational Environment

Examines the "dialects" of poverty, frustration, repression, make-believe, and authoritarianism.

327. Loflin, Marvin D. On the Structure of the Verb in a Dialect of American Negro English. Columbia: University of Missouri, Center for Research in Social Behavior, September 1967. 25p. (This paper is part of "A Program for the Study of Role Theory," Bruce J. Biddle, Principal Investigator.) ED 035 857 (Document also available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151; AD-660 701. Prepayment requested).

American English, Deep Structure, Dialect Studies, Morphophonemics, Negro Dialects, Nonstandard Dialects, Semantics, Sociolinguistics, Standard Spoken Usage, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, Verbs, Vocabulary

Discussed here are the ways in which Standard English (SE) and Nonstandard Negro English (NNE) differ, and the ways in which language varieties, in general, occur.

328. Major, Clarence. Dictionary of Afro-American Slang. 1970. 125p. (Document available from New World Paperbacks, International Publishers Co., Inc., 381 Park Avenue South, New York, N. Y. 10016; $1.95).

American English, Dictionaries, Language Patterns, Language Role, Language Styles, Language Usage, Lexicography, Negro Dialects, Oral English, Social Dialects, Sociocultural Patterns, Standard Spoken Usage, Urban Language, Vocabulary, Word Lists

A book of the words and pharases used by black people irrespective of their origin.

*329. Malmstrom, Jean. Dialects--Updated. Florida FL Reporter, 7 (1): 47-49, 168, Spring/Summer 1969. (Updated versions of "Dialects," in The Florida FL Reporter, Winter 1966-1967).

Dialects, Regional Dialects, Social Dialects, Negro Dialects, Standard Spoken Usage, Nonstandard Dialects, Creoles, Syntax, TENL

330. Maxwell, John C. Riposte: [A Reply to James Sledd's "Bi-Dialectalism: The Linguistics of White Supremacy"]. English Journal, 59 (8): 1158-1159, November 1970.

Nonstandard Dialects, Standard Spoken Usage, English Instruction, Teacher Responsibility, Bilingual Education, Changing Attitudes, Student Needs

331. McDavid, Raven I., Jr. American Social Dialects. Illinois: University of Chicago; Champaign, Illinois: National Council of Teachers of English, January 1965. 7p. ED 042 792.

Discusses the social and educational implications of dialectal variation. Concluding remarks point out the potential contribution of dialectology and linguistics, particularly in the area of instructional materials development.

332. Nurss, Joanne R.; Day, David E. Development of Grammatical Structures and Attributes in Pre-School Age Children. Final Report. Atlantia Ga.: Emory University; Amherst, Mass.: University of Massachusetts, School of Education, January 1970. 83p. ED 041 639.

Analysis of Variance, Language Development, Language Skills, Preschool Children, Racial Differences, Remedial Programs, Socioeconomic Status, Sociolinguistics, Southern Citizens [Brown Fraser Bellugi Test of Grammatical Contrasts; [Day Language Screen]

Examines several aspects of language development in young children. It is suggested that direct instruction in language skills be given to the lower status preschool child, in an effort to avoid later reading difficulty.

333. O'Neil, Wayne. The Politics of Bidialectalism. College English, 33 (4): 433-438, January 1972.

Language Standardization, Nonstandard Dialects, Sociolinguistics, Social Dialects, Diglossia, Negro Dialects, Racial Factors, Cultural Pluralism, [Bidialectalism]

Defining bidialectalism as a movement in education systematically to render lower-class students able to speak both their native dialect and standard English, the author states his purpose to indicate why this attempt to change people should be rejected.

334. Osser, Harry and Others. A Study of the Communicative Abilities of Disadvantaged Children. Final Report. Baltimore, Maryland: Johns Hopkins University, School of Medicine, January 1968. 48p. ED 032 119.

Purpose of this series of four studies was to precisely describe the code and dialect features of the speech of both lower class Negro children and middle class white children.

335. Pfaff, Carol W. A Coding System for the Study of Linguistic Variation in Black English. Inglewood, California: Southwest Regional Educational Lab., December 1971. 54p. ED 058 214.

Documents a coding system developed to facilitate the investigation of linguistic variation in Black English.

336. Pfaff, Carol W. Historical and Structural Aspects of Sociolinguistic Variation: The Copula in Black English. Inglewood, California: Southwest Regional Educational Lab., August 1971. 45p. ED 056 034.

Attempts to identify sociological factors which account for the fact that the grammar of American Black English does not exhibit evidence for a creole stage in its development, while Jamaican and other creoles do exhibit such evidence.

337. Politzer, Robert L. Auditory Discrimination and the "Disadvantaged:" Deficit or Difference. April 1971. 6p. (This article appeard in "English Record," 21 (4): 174-179, April 1971.) ED 053 126.

Auditory discrimination ability of pupils who are generally classified as "socio-economically" or "culturally" disadvantaged is the subject of recent research.

338. Poole, Millicent E. Social Class Differences in Language Predictability. British Journal of Educational Psychology, 42 (pt. 2): 127-136, June 1972.

Cloze Procedure, Social Differences, Predictive Measurement, Language Usage, Sociolinguistics, Statistical Analysis, Social Class, Comparative Analysis, Performance Factors, Tables (Data)

In distinguishing the characteristics of message systems, it was found that middle-class messages were generally more difficult to predict while working-class systems were more predictable and stereotyped.

339. Prentice, Jean L. Is Cognitive Development a Function of Language. Viewpoints, 47 (4): 195-205, July 1971.

Cognitive Development, Disadvantaged Youth, Language Patterns, Dialects, Cultural Differences, Linguistics

**340. Preston, Dennis R. Social Dialectology in America: A Critical Rejoinder. Florida FL Reporter, 10 (1-2): 13-16, 57, Spring-Fall 1972.

American English, Dialect Studies, Negro Dialects, Evaluation, Social Dialects, Ethnic Groups, Urban Environment, Cultural Factors, Sociolinguistics

Critical rejoinder to Lawrence M. Davis' "Social Dialectology in America," Journal of English Linguistics, March 1970, p46-56.

341. Price, Uberto; Raetsch, Fred. Breaking the Communication Barrier. May 1970. 12p. (Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970) ED 043 464.

The communications barrier confronting the ghetto child, the child from Appalachia, or the reservation Indian is the standard middle-class English taught in most schools. Ways of dissolving this barrier are suggested here.

342. Regan, John. Co-Lingualism, Anthropological Linguistics and Compensatory Education. January 1967. 29p. (Paper presented to the Language Seminar, Claremont Graduate School and University Center, Claremont, California, January 1967) ED 074 832.

Examines the close relationship among language, thought, culture, personality, and self awareness, and states its implications for classroom teaching and the teacher-student relationship.

343. Rich, Andrea L. Contracultural Language Codes: The Language of Survival. 1972. 9p. (Paper presented at the Western Speech Communication Association Convention, Honolulu, November 1972) ED 071 114.

The historical relationship between members of different racial and ethnic groups and the dominant culture in the United States is characterized by dominant/submissive postures. Linguistic barriers to interracial communication are produced by the development and use of contracultural language codes within our society, designed to ensure culture-group survival.

344. Richards, Jack C. Social Aspects of Language Learning. February 1972. 22p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 28, 1972) ED 061 829.

Considered here are the conditions for the acquisition of communicative competence in standard English which must be considered in the case of language learning by immigrants, indigenous minority language groups, and speakers of Black English.

345. Richards, Jack C. Social Factors, Interlanguage and Language Learning. 52p. ED 066 966.

Considers a number of diverse contexts in which English is learned as a second language and in which nonstandard dialects arise because of social and linguistic factors.

346. Richards, Jack C. Some Social Aspects of Language Learning. TESOL Quarterly, 6 (3): 243-254, September 1972. (Paper presented at the TESOL Convention, February 28, 1972, in Washington, D. C.).

American Indians, English (Second Language), Immigrants, Negroes, Nonstandard Dialects, Second Language Learning, Social Factors, Social Mobility, Sociolinguistics, Standard Spoken Usage

347. Robinett, Betty Wallace. The Domains of TESOL. February 1972. 24p. (Paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 26, 1972) ED 060 709.

Suggests a classification of the various groups falling within the sphere of either non-English speakers or speakers of nonstandard dialects, and attempts to differentiate yet relate them to each other by placing them along a continuous line running from one extreme to the other.

348. Rodgers, Carolyn M. The Literature of Black. Black World, 19 (8): 5-11, June 1970.

Negro Literature, Language Patterns, Language Usage, Sociolinguistics, Social Influences, Negro Culture, Art, Self Concept

Asserts that there are no absolute standards for judging literary works. Distinguishes between European art--art for esteem, and black art--art for the people. Stresses the need for freedom in art and for black art to be available at low cost.

349. Ross, Stephen B. On the Syntax of Written Black English. TESOL Quarterly, 5 (2): 115-122, June 1971. (Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, November 1970, in Los Angeles, California).

English, Grammar, Syntax, Negro Dialects, Written Language, Nonstandard Dialects, Language Research, Oral Expression, Negro Youth, Instructional Materials

350. Rundell, Edward E. Studies of the Comprehension of Black English (Ph.D. Dissertation, University of Texas at Austin) 1973. 255p. ED 078 459.

Comprehension performance of Standard English (SE) and Black English (BE) speakers associated with language materials distinguished by segmental and suprasegmental features of black dialect was investigated.

351. Rystrom, Richard. Caveat Qui Credit (Let the Believer Beware). Journal of Reading, 16 (3): 236-240, December 1972.

Negro Dialects, Negro Students, Racial Discrimination, Language Proficiency, Language Standardization, Secondary Education, Standard Spoken Usage, English Education

Corrects the misconception that there is a standard English dialect. Suggests that a linguistic racial bias victimizes black children.

352. Scott, Charles T. Transformational Theory and English as a Second Language/Dialect. Washington, D. C.: Georgetown University, School of Language and Linguistics, 1970. 12p. (This article was contained in the Report of the 20th Annual Round Table Meeting on Linguistics and Language Studies, Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects.) (Document available from Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007; Monograph Series No. 22, $2.95).

Explores a number of notions developed in transformational theory which appear to have direct bearing on a theory of language acquisition; these notions are discussed with a view to their relevance in the second language/dialect situation.

353. Shayer, Howard B. The Stressed Vowels of Negro and White Speech of the Southern States: A Comparison. 61p. ED 057 640.

Concept of the chorophone forms the basis for this study of vowel differences between Southern Negro English and Southern white English. A list of references is included.

354. Shuy, Roger W. Language Variation and Literacy. May 1, 1969. 15p. (Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30 - May 3, 1969) ED 033 825.

Areas of suggested study which are briefly explained include the nature of language in general and of nonstandard English, field work in child language, and oral language and reading in particular.

355. Shuy, Roger W. Social Dialects and Second Language Learning: A Case of Territorial Overlap. TESOL Newsletter, 5 (3-4): 5, 19-21, September/December 1971. (Paper presented at the TESOL Convention, New Orleans, Louisiana, March 1971).

Social Dialects, Second Language Learning, Standard Spoken Usage, English (Second Language), Applied Linguistics, Nonstandard Dialects, Speech, Psycholinguistics, Sociology, Reading

356. Shuy, Roger W. Some Problems in Studying Negro/White Speech Differences. April 1971. 7p. (This article appeared in "English Record," 21 (4): 179-185, April 1971.) ED 054 145.

The developing relationship of linguistics to matters of current social concern, especially as it relates to the study of minority groups, is discussed.

357. Shuy, Roger W. and Others. Sociolinguistic Theory, Materials and Training Programs: Three Related Studies. Final Report. Washington, D. C., Center for Applied Linguistics, 1970. 261p. (Part I of this report was published by the Center for Applied Linguistics under the title "Social Dialects: A Cross-Disciplinary Perspective.") (Document available from the Center for Applied Linguistics, 1717 Massachusetts Avenue, N. W., Washington, D. C.).

Part one consists of papers given at the two-day conference on social dialects at the Center for Applied Linguistics, October 1969. Part two describes the current status of oral language materials. Part three is entitled "The Current Status of Urban Language Training Programs, and part four is entitled "Social Dialects and the Federal Concern."

358. Shuy, Roger W.; Fasold, Ralph W., eds. Language Attitudes: Current Trends and Prospects. 1973. 201p. (Available from Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007; $3.50-paper).

Subjective reactions to language (language attitudes, beliefs, values, etc.) are the focus of this monograph. Included here are articles by Bruce Fraser, John MacNamara, Roger Shuy, Frederick Williams and Walt Wolfram.

359. Sledd, James. Bi-Dialectalism: The Linguistics of White Supremacy. English Journal, 58 (9): 1307-1315, December 1969.

Negro Dialects, Standard Spoken Usage, Middle Class Values, Racial Discrimination, Language Instruction, Self Concept, Sociolinguistics, Teaching Methods, Language Standardization, Reading Instruction

360. Sledd, James. Doublespeak: Dialectology in the Service of Big Brother. College English, 33 (4): 439-456, January 1972.

Sociolinguistics, Nonstandard Dialects, Racial Factors, Social Attitudes, English Instruction, Political Influences, Language Standardization, Reading Instruction, [Bidialectalism]

Presented here is a discussion of bidialectalism and the social and racial biases inherent in it. Portrays linguistic prejudice as an instrument of repression and says that we should know and respect our children's language as we demand that they know and respect our own.

361. Smith, Holly. Black English: Considerations and Approaches. English Journal, 62 (2): 311-318, February 1973.

Dialect Studies, Negro Dialects, Secondary Education, Standard Spoken Usage, TENL, Language Role, Nonstandard Dialects

362. Smith, Reed. Gullah. Columbia: University of South Carolina, 1969. 34p. (This article is a reprint of Bulletin No. 190, University of South Carolina, November 1, 1926.) (Document available from Columbia, South Carolina local bookstores; $1.25).

Study of Gullah, written in 1926 by the late Reed Smith of the University of South Carolina, relies heavily on the work of earlier researchers.

363. Sobin, Linda Lee Andrews. Noun Plural Marker Deletion in the Speech of Black Children. (Master's thesis, University of Texas at Austin) Austin: University of Texas, Center for Communication Research, December 1971. 59p. ED 056 622.

Questions the cause of noun plural marker deletion in black English and investigates four factors which could be involved: presence or absence of a quantifier expression; phonological constraints; age of the speaker; and interaction between quantifier expressions and phonological environment.

364. Stern, Carolyn; Gupta, Willa. Echoic Responding of Disadvantaged Preschool Children as a Function of Type of Speech Modeled. Journal of School Psychology, 8 (1): 24-27, Winter 1970.

Dialect Studies, Preschool Children, Disadvantaged Youth, Negro Youth, Learning, Sociolinguistics

Study results cast doubt on the validity of a currently popular notion that ghetto children learn more readily when instruction is presented in familiar dialect. More study is needed before accepting dialect as a language of instruction for black children.

365. Stewart, Barbara H. "Sesame Street": A Linguistic Detour for Black-Language Speakers. Black World, 22 (10): 12-20, August 1973.

Negro Dialects, Disadvantaged Youth, Learning Disabilities, Communication Problems, Nonstandard Dialects, Inner City, Educational Television [Sesame Street]

Maintains that the concept of "verbal deprivation" constituting an integral part of the operating assumption of "Sesame Street" has been thoroughly refuted by reported linguists; that "nonstandard" English is not an inept, deficient approximation of American English but a separate, logical, and highly structured system of communication.

366. Stewart, William A. Facts and Issues Concerning Black Dialect. April 1971. 17p. (This article appeared in "English Record," 21 (4): 121-135, April 1971.) ED 053 125.

Linguistic Competence, Negroes, Nonstandard Dialects

367. Strickland, Dorothy S. Black Is Beautiful vs. White is Right. Elementary English, 49 (2): 220-223, February 1972.

Reading Difficulty, Disadvantaged Youth, Nonstandard Dialects, Negro Youth, Guidelines, Linguistics, Language Development, Language Handicaps, Language Instruction, Language Programs

Many linguists, psychologists and educators now believe that linguistic differences play an important role in the reading disability of disadvantaged black children.

368. Surlin, Stuart H. Projective Responses to Racially Identifiable Speech by Racially Prejudiced and Non-Prejudiced Individuals. April 1971. 35p. (Paper prepared for the International Communication Association Conference, Phoenix, Arizona, April 22-24, 1971) ED 048 596.

Auditory Discrimination, Bias, Negro Dialects, Negro Stereotypes, Projective Tests, Racial Discrimination

369. Taylor, Orlando L. An Introduction to the Historical Development of Black English: Some Implications for American Education. Washington, D. C.: Center for Applied Linguistics, July 1969. 21p. (This paper was presented at the Institute on Speech and Language of the Rural and Urban Poor, Ohio University, Athens, Ohio, July 15, 1969.) ED 035 863.

Traces the rich linguistic history of Afro-Americans to their present use of a nonstandard dialect. A bibliographical listing of recent references concludes this paper.

370. Toomb, J. Kevin and Others. The Effects of Regional Dialects on Initial Source Credibility. Normal: Illinois State University, Communication Research Center, April 1972. 13p. (Paper presented at the International Communication Association Annual Convention, Atlanta, Georgia, April 19-22, 1972) ED 062 828.

Results of this study indicated that significant differences were found on all four credibility dimensions for the main effect of regional dialect. It was concluded that dialects may serve as cues to regional stereotypes, although further research in this area is needed.

371. Torrey, Jane W. The Social Psycholinguistics of Education. Contemporary Psychology, 16 (7): 465-466, July 1971.

Economic Disadvantagement, Verbal Ability, Psycholinguistics, Nonstandard Dialects, Language Development

A review of "Language and Poverty: Perspectives on a Theme" (Markham, 1970) by Frederick Williams, ed.

**372. Traugott, Elizabeth C. Principles in the History of American English: A Reply. Florida FL Reporter, 10 (1-2): 5-6, 56, Spring-Fall 1972.

Linguistic Theory, American English, Negro Dialects, Creoles, Research Problems, Syntax, African Languages, Diachronic Linguistics

Takes issue with some conclusions by J. L. Dilliard in his article "Principles in the History of American English--Paradox, Virginity, and Cafeteria," Florida FL Reporter (Spring/Fall 1970), p32-33, 46.

373. Troike, Rudolph C. Receptive Competence, Productive Competence, and Performance. Washington, D. C., Georgetown University, School of Language and Linguistics, 1970. 7p. (This article appeared in the Report of the 20th Annual Round Table Meeting in Linguistics and Language Studies, Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects.) (Document available from Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007; Monograph Series No. 22, $2.95).

Comprehension, Linguistic Competence, Linguistic Performance, Linguistic Theory, Receptive Language, Sociolinguistics, Standard Spoken Usage, TENL, Transformation Generative Grammar

Based on the premise that speakers of nonstandard dialects often have a good receptive command of the standard dialect, and readily re-encode stimuli presented in the standard dialect into their own nonstandard forms, this paper suggests materials and methods for second-dialect teaching.

374. Underwood, Gary N. Problems in the Study of Arkansas Dialects. October 1970. 12p. (Paper given at the South Central Modern Language Association, Memphis, Tennessee, October 30, 1970) ED 044 698.

Sets forth the aims and methodology of a project in Arkansas dialect studies; summarizes the preliminary work being carried on; and outlines the future course of the study.

375. Uskup, Frances Land. A Method for Automating Dialect Analysis. [1970] 13p. ED 037 713

Presents the coding system, the program organization and deck assembly instructions, a listing of the program and all the subroutines, and the informant coding.

376. Walker, Sheila. Black English: Expression of the Afro-American Experience. Black World, 20 (8): 4-16, June 1971.

Negro Dialects, English, Negro Attitudes, Negro Culture, Black Power, African American Studies, Negro History, Teaching Techniques, Language Patterns

Fundamental premise is that "Black English," the idiom of black Americans, is a "separate but equal" dialect of the English language.

377. Walton, Hanes, Jr.; Clark, Ronald C. Black English: An Introspection. Negro Educational Review, 23 (2 & 3): 81-86, April-July 1972.

English, Language Instruction, Negro Culture, Nonstandard Dialects, Cultural Awareness, Linguistics, [Learning Styles]

Reviews issues in black English and concludes that diagnostic tools must incorporate the cultural characteristics of black English while coping with the phenomena of language learning.

378. Weaver, Constance Waltz. Analyzing Literary Representations of Recent Northern Urban Negro Speech: A Technique, With Application to Three Books. (Doctoral thesis; Michigan State University). 1970. 243p. ED 053 650.

Presents the sociolinguistic generalization that use of nonstandard phonological and grammatical features varies according to one's socioeconomic status, ethnic background, speech context, age, and sex. To test this generalization, nonstandard dialect is examined in three books: Go Down Dead, The Cool World, and Manchild in the Promised Land.

379. Whitehead, Jack L. and Others. Latitude of Attitude in Ratings of Children's Speech. Austin: University of Texas, Center for Communication Research, 1972. 44p. ED 070 120.

The two studies in this report are based on previous research (e.g., ED 052 213) relating to how a person's dialect affects others' attitudes and perceptions of him. It is concluded that the modified semantic differential technique is a reliable method of analysis and support findings of previous research on effects of dialects on the attitudes of others.

380. Whitehead, Jack L.; Miller, Leslie. Correspondence Between Evaluations of Children's Speech and Speech Anticipated Upon the Basis of Stereotype. Southern Speech Communication Journal, 37 (4): 375-386, Summer 1972.

Dialect Studies, Statistical Analysis, Social Attitudes, Speech Habits, Ethnic Groups, Rating Scales, Teacher Attitudes, Language Usage, Cultural Factors, Ethnic Stereotypes

381. Wilkinson, A.; Stratta, L. Listening and the Study of Spoken Language, Educational Review, 25 (1): 3-20, November 1973.

Communication (Thought Transfer), Discourse Analysis, Language Patterns, Language Research, Listening Comprehension, Listening Habits, Listening Skills, Listening Tests, Standard Spoken Usage

Offers a study of listening processes and a framework for approaching the study of the spoken language.

382. Williams, Frederic, ed. Language and Poverty: Perspectives on a Theme. Institute for Research on Poverty Monograph Series. Madison: University of Wisconsin, Institute for Research on Poverty, 1970. 459p. (Document available from Markham Publishing Co., Chicago, Ill.; $8.95).

Bilingualism, Child Language, Cognitive Development, Disadvantaged Youth, Economic Disadvantagement, Language, Language Development, Language Handicaps, Language Programs, Negro Dialects, Nonstandard Dialects, Reading Instruction, Social Dialects, Socialization, Socioeconomic Status, Sociolinguistics, Spanish Speaking, Urban Language

383. Williams, Frederick, ed. and Others. An Analysis of the Variations from Standard English Pronunciation in the Phonetic Performance of Two Groups of Nonstandard-English-Speaking Children. Final Report. Austin: University of Texas, Center for Communication Research. July 1971. 206p. ED 064 751.

Major conclusion of this study is that all phonetic variations from standard American English can be attributed to one of the following sources of variation: (1) reduction in the complexity of segments; (2) differing phonological rules between standard and nonstandard English; and (3) phonetic interference between a foreign primary language and English.

384. Williams, Frederick and Others. Attitudinal Correlates of Children's Speech Characteristics. Final Report. Austin: University of Texas, Center for Communication Research, March 1971. 106p. ED 052 213.

This research was a series of experiments focused upon teachers' evaluations of videotaped samples of children's speech. Results suggest that speech evaluation and the attitudinal correlates of dialect characteristics be incorporated into teacher training programs.

385. Williams, Frederick and Others. Ethnic Stereotyping and Judgments of Children's Speech. Speech Monographs, 38 (3): 166-170, August 1971.

Sociolinguistics, Standard Dialects, Nonstandard Dialects, Ethnic Stereotypes, [Tertiary Response]

Through experimentation, it was found that the videotape image showing the child's ethnicity affects ratings of language in direction of racial stereotyping expectations. Subjects were analyzing black, Mexican-American and white children in terms of confidence-eagerness and ethnicity-nonstandardness. Reasons for and method of experiment are given.

386. Williams, Frederick; Naremore, Rita C. Social Class Differences in Children's Syntactic Performance: A Quantitative Analysis of Field Study Data. Journal of Speech and Hearing Research, 12 (4): 778-793, December 1969.

Exceptional Child Research, Language Ability, Social Factors, Sociolinguistics, Syntax, Communication Skills, Statistical Analysis, Socioeconomic Influences, Racial Factors

387. Williams, Robert L. The BITCH-100: A Culture-Specific Test. St. Louis, Missouri: Washington University, 1972. 21p. (Paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972) ED 070 799.

A combination of dialect specific and culture specific tests would certainly enhance the possibility of measuring what is inside the black child's head; this is the basic rationale for the BITCH-100. Over two years, a 100-item test was developed, which is described in this paper. The results confirm the hypothesis regarding the sensitivity of the BITCH in picking up "intellectual indicators" not commonly found in conventional tests.

388. Williams, Ronald. Black English, Society, and Education. Acta Symbolica, 2 (1): 8-13, Spring 1971. (Based in part on a presentation at the Conference on Symbolic Processes in Akron, Ohio, October 1970).

Negro Dialects, Urban Language, Education, Sociolinguistics, Deep Structure, Surface Structure, Verbal Ability, Standard Spoken Usage, Minority Groups, Cultural Differences

389. Williamson, Juanita Virginia. A Phonological and Morphological Study of the Speech of the Negro of Memphis, Tennessee. 1968. 54p. (This article appeared in "Publication of the American Dialect Society," 50: 1-54, November 1968.) (Document available from Sales Department, University of Alabama Press, Drawer 2877, University, Alabama 35486).

Age Differences, Dialect Studies, Educational Background, Morphology (Languages), Negro Dialects, Nominals, Phonemes, Phonology, Pronouns, Verbs

390. Willis, Clodius. Synthetic Vowel Categorization and Dialectology. Language and Speech, 14, pt. 3: 213-228, July-September 1971.

Auditory Perception, Vowels, Dialects, Response Mode, Discrimination Learning, Individual Differences, Articulation (Speech), Recognition, Speech Habits, Performance Factors

391. Wolfram, Walter Andrew. An Appraisal of ERIC Documents on the Manner and Extent of Nonstandard Dialect Divergence. December 1969. 23p. ED 034 991.

Examines and evaluates 11 ERIC documents dealing with the manner and extent to which nonstandard dialects differ from standard English.

392. Wolfram, Walter Andrew. Black/White Speech Differences Revisited: A Preliminary Report. Washington, D. C., Center for Applied Linguistics, Sociolinguistics Program, November 1969. 22p. ED 033 356.

Concludes that there are definite Black/white speech differences that cannot be dismissed as "statistical skewing," however they differ in surface rather than deep structure.

393. Wolfram, Walter Andrew. The Nature of Nonstandard Dialect Divergence. Elementary English, 47 (5): 739-748, May 1970.

Nonstandard Dialects, Standard Spoken Usage, Environmental Influences, Language Patterns, Cognitive Development, Dialect Studies, Preschool Learning, Language Usage, Compensatory Education

Reviews and evaluates documents processed prior to Fall 1969 by the Educational Resources Information Center pertinent to "the manner in which nonstandard dialects differ from standard English"; a preprint from a forthcoming pamphlet of the National Conference on Research in English.

394. Wolfram, Walter Andrew. Overlapping Influence and Linguistic Assimilation in Second Generation Puerto Rican English. 1971. 48p. (Paper presented at the 1971 meeting of the American Anthropological Association, New York, New York) ED 057 665.

Examines two phonological variables in Puerto Rican English and discusses the linguistic processes at work in the variations and the influences of contact with the dialects mentioned above. A bibliography is included.

395. Wolfram, Walter Andrew. Social Dialects from a Linguistic Perspective: Assumptions, Current Research, and Future Directions. October 1969. (Paper presented at the Center for Applied Linguistics Conference on Approaches to Social Dialects, Washington, D. C., October 31 to November 1, 1969) ED 032 535.

Discusses the assumptions basic to the study of both language and social dialects: verbal systems are arbitrary, all languages or dialects are adequate as communicative systems, they are systematic and ordered and learned in the context of the community. A survey of current work and findings in dialect studies follows. Finally, research needs are discussed.

396. Wolfram, Walter Andrew. Sociolinguistic Premises and the Nature of Nonstandard Dialects. Washington, D. C.: Center for Applied Linguistics, Sociolinguistics Program, [November 1969] 16p. ED 033 370.

Takes issue with various views that currently enjoy popularity in a number of disciplines but which violate basic linguistic and sociolinguistic premises about the nature of language.

397. Wolfram, Walter Andrew. Some Illustrative Features of Black English. Washington, D. C.: Center for Applied Linguistics, Sociolinguistics Program, February 1970. 14p. (Paper presented at the Workshop on Language Differences, Coral Gables, Florida, February 1970) ED 045 957.

Deals chiefly with Black English. Attempts to exemplify some general principles concerning the nature of nonstandard dialects with the chief goal of demonstrating the legitimacy of such dialects and fostering an attitude of respect towards them.

398. Wolfram, Walter Andrew. Underlying Representations in Black English Phonology. Language Sciences, 10: 7-12, April 1970.

Negro Dialects, Phonology, Deep Structure, English, Dialect Studies, Surface Structure, Standard Spoken Usage, Morphophonemics, Consonants

Examines certain surface differences between Black English and Standard English and concludes that, with some minor exceptions, the underlying correspondences are identical.

399. Wolfram, Walter Andrew; Whiteman, Marcia. The Role of Dialect Interference in Composition. Washington, D. C.: Center for Applied Linguistics, Sociolinguistics Program, January 1971. 27p. ED 045 971.

Deals with the role of "dialect interference" in the writing of speakers of one nonstandard dialect, Black English. The authors conclude that dialect interference does indeed play a role in the writing of Black English speakers and they discuss the implications of this conclusion for the composition teacher.

400. Zale, Eric M. The Case Against Bidialectalism. February 1972. 13p. (Paper presented at the 6th Annual TESOL Convention, Washington, D. C., February 28, 1972) ED 071 465.

Primarily a critical review of Wayne O'Neil's study "The Politics of Bidialectalism." Defines and examines sociological and pedagogical implications of the concepts of bidialectalism and biloquilism. It is argued that any definition of bidialectalism which refers to linguistic differentiation on the basis of social class is implicitly a racist conceptualization of the term itself.

III. GENERAL DIALECT STUDIES

401. Boiarsky, Carolyn. Improving Oral Communication of Appalachian Youth Through Rhyme. Charleston, W. Va., Appalachia Educational Lab. 23p. ED 043 019.

Object of this study was to develop a model from which Appalachian students can learn to differentiate between their dialectal pronunciation of certain vowels and the pronunciation of those vowels in Standard American English. The appendix includes a prototype lesson.

402. Fitzhugh, Jewell Kirby. Old English Survival in Mountain Speech. English Journal, 58 (8): 1224-1227, November 1969.

Regional Dialects, Language Usage, Nonstandard Dialects, Vocabulary [Ozark Natives]

403. Littell, Joseph Fletcher, ed. Dialects and Levels of Language. 1971. 89p. (This textbook is part of "The Language of Man" series.) (Document available from McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204; $5.95).

First section of this textbook discusses the dialects of English and details the speech patterns of Kentucky, the Pennsylvania Dutch, Yiddish, and pidgin English; second section discusses levels of language such as informal, formal, and technical language, slang, jargon, and gobbledygook.

404. Littell, Joseph Fletcher, ed. The Language of Man. Book 5. 1972. 158p. (This textbook is part of "The Language of Man" series.) (Document available from McDougal, Littell & Company, P. O. Box 1667, Evanston, Illinois 60204; $7.90).

Commercial Television, Communication (Thought Transfer), Critical Thinking, Dialects, English Education, Film Study, Language, Language Arts, Mass Media, Paralinguistics, Secondary School Students, Television, Textbooks, Vocabulary Development

Deals with body language, developing vocabulary, the dialects of English, and the mass media.

405. McMillan, James B. Annotated Bibliography of Southern American English. 1971. 173p. (Available from University of Miami Press, Drawer 9088, Coral Gables, Florida 33124, $7.95-cloth).

Bibliography of Southeastern American English includes writings that have appeared in popular books, technical treatises, language journals, popular magazines, special-interest periodicals, student theses, and dissertations. The ten sections of the bibliography include: general studies; historical studies; lexicon; phonology and phonetics; morphology and syntax; place names; personal and miscellaneous names; figurative language, exaggerations, and word-play; literary dialect; and serial bibliographies.

406. Metcalf, Allan A. and Others. Riverside English: The Spoken Language of a Southern California Community. Riverside: University of California, 1971. 44p. ED 071 464.

Points out some of the characteristics of the varieties of English spoken in Riverside and in the rest of California. A bibliography is included.

407. Moore, Mary Jo, comp. A Preliminary Bibliography of American English Dialects. Washington, D. C.: Center for Applied Linguistics, ERIC Clearinghouse for Linguistics, November 1969. 61p. ED 033 327.

The 804 entries in this bibliography are divided into four major categories: regional dialects, social dialects, Negro English of the continental United States and Negro English of the Caribbean, and teaching standard English to speakers of non-standard dialects.

408. Pederson, Lee A. An Annotated Bibliography of Southern Speech. Atlanta, Ga.: Southeastern Education Lab (Report No--Monograph-1), November 1968. 47p. (Document available from Southern Education Laboratory, 3450 International Boulevard, Atlanta, Georgia 30354).

The 190 titles described here have been selected to provide a convenient reference guide for students of language who are concerned with regional and social variations in Southern speech. The area covered included eleven states of the historical South, Kentucky, Oklahoma, and West Virginia. The bibliography is in three parts: bibliographies; structural descriptions, including overviews, regions, subregions, individual states, and structural features of phonology, morphology, and syntax; and cultural interpretations.

409. Qazilbash, Husain. Appalachian: People, Dialect and Communication Problems. Journal of Reading Behavior, 5 (1): 14-25, Winter 1972-1973.

Dialect Studies, Regional Dialects, Linguistic Patterns, Standard Spoken Usage, Adults, Speech Habits, Communication Problems, Vocabulary, Idioms

410. Qazilbash, A. Hussain. A Dialect Survey of the Appalachian Region. Final Report. (Ph.D. Dissertation, Florida State University) Kentucky: Morehead State University, Appalachian Adult Basic Education Demonstration Center, May 1971. 420p. ED 052 210.

Dialects, Linguistics, Nonstandard Dialects, Regional Dialects, Surveys, Vocabulary Skills, Appalachian Region

411. Stewart, William A. Language Learning and Teaching in Appalachia: Regional Opinion. Appalachia, 4 (8): 27-34, July 1971.

Dialects, English Instruction, Language Patterns, Rural Urban Differences, Age Differences, Caucasians, Linguistics, Negroes, Sex Differences

412. Underwood, Gary N. The Research Methods of the Arkansas Language Survey. 1972. 30p. (Paper presented at the International Conference on Methods in Dialectology, University of Prince Edward Island, Charlottetown, P.E.I., July 25, 1972) ED 074 823.

Describes the procedures to be undertaken in a dialect survey of Arkansas. A bibliography is included.

413. Underwood, Gary N. Some Rules for the Pronunciation of English in Northwest Arkansas. November 1971. 16p. (Speech presented at the Midwest Regional Meeting of the American Dialect Society, Detroit, Michigan, November 5, 1971) ED 057 652.

Summarizes a number of generalizations concerning the vowels used in a dialect of English spoken in northwest Arkansas.

414. Wood, Gordon R. Questionable White Dialects: If Questionable, What Then? November 1970. 21p. (Speech given at the Annual Convention of the National Council of Teachers of English, Atlanta, Georgia, November 1970) ED 054 142.

Questionable white dialects are discussed from the viewpoints of various authorities, and the dialects of the Southern states are used as examples of the complexity associated with attempting to designate a set of usages as being questionable. Suggestions of ways in which English teachers may cope with the problem of dialects and jargons are given.

415. Wood, Gordon R. Vocabulary Change: A Study of Variation in Regional Words in Eight of the Southern States. 1971. 392p. (Document available from Southern Illinois University Press, Carbondale, Illinois 62901; $19.50).

Seeks conclusions about the relative changes in uniformity in current local use. Appendixes provide details on ancestral origins of informants, questionnaires, data processing, and geographical areas.

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